DOCUMENT RESUME

ED 325 704 CE 056 290

TITLE Business Education Handbook.
INSTITUTION Missouri Univ., Columbia. Instructional Materials Lab.
SPONS AGENCY Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.
PUB DATE 90
NOTE 121p.
AVAILABLE FROM Instructional Materials Laboratory, University of Missouri, 2316 Industrial Drive, Columbia, MO 65202 (Order No. 20-0010-I: $9.80).
PUB TYPE Guides - Non-Classroom Use (055)

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS Adult Education; Advisory Committees; Articulation (Education); *Business Education; *Educational Philosophy; Educational Policy; Educational Resources; Guidelines; Postsecondary Education; Professional Development; *Program Implementation; Publicity; Secondary Education; Special Needs Students; *State Programs; *State Standards; Student Organizations
IDENTIFIERS *Missouri

ABSTRACT

This handbook covers the field of business education in Missouri, outlining the program, rationale, components, principles, and resources. Specifically, the 13 sections cover the following: (1) the mission of business education; (2) the secondary program; (3) the postsecondary program; (4) adult education; (5) student organizations; (6) articulation; (7) professional development; (8) the advisory committee; (9) special populations; (10) guidance and placement; (11) promoting business education; (12) inventory; and (13) business education resources. References are included in each section. Five appendixes include: guidelines for submitting applications for expanding and new regular vocational programs; applications for purchases; reimbursement forms; application for vocational and/or counselor's certification; and an evaluative questionnaire for business education. (KC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED325704

BUSINESS EDUCATION HANDBOOK

U.S. DEPARTMENT OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

INSTRUCTIONAL MATERIALS LABORATORY • UNIVERSITY OF MISSOURI-COLUMBIA

BUSINESS EDUCATION HANDBOOK

The activity which is the subject of this report was supported in whole or in part by funds from the Department of Elementary and Secondary Education, Division of Vocational and Adult Education. However, the opinions expressed herein do not necessarily reflect the position or policies of the Missouri Department of Elementary and Secondary Education or the Division of Vocational and Adult Education, and no official endorsement should be inferred.

ACKNOWLEDGMENTS

Appreciation is extended to those individuals who contributed their time and talents to the development of this handbook.

Special Assistance

Joanne Newcomer, Director
Business Education
Department of Elementary and Secondary Education
Jefferson City, Missouri

Oma Lee Tracy, Supervisor
Business Education
Department of Elementary and Secondary Education
Jefferson City, Missouri

Lonnie J. Echternacht
Associate Professor
Practical Arts and Vocational Technical Education
University of Missouri-Columbia

Advisory Committee and Content Reviewers

Joe Daniels, Carrollton Area Vocational-Technical School, Carrollton, MO
Sue Dorrel, Northeast Nodaway R-V, Ravenwood, MO
Jane McKinney, Licking High School, Licking, MO
Kathe Ramsey, Perryville Vocational School, Perryville, MO
Jim Sefrit, Parkway North High School, St. Louis, MO
Diane Soetaert, Smithville R-II, Smithville, MO

Writer

Karen Waner

Technical Assistance

Department of Elementary and Secondary Education

Oma Lee Tracy, Supervisor of Business Education
Lynda Taylor, Supervisor of Business Education
Pattie Lake, Supervisor of Business Education

Instructional Materials Laboratory

Harley Schlichting, Director
Amon Herd, Associate Director
Phyllis Miller, Assistant Director
Dan Stapleton, Assistant Director
Mary Mathew, Editor
Lori Holliday, Word Processor III
Barb Tidquist, Graduate Technical Assistant

Table of Contents

Section I	The Mission of Business Education	1
Section II	Secondary Program	11
Section III	Postsecondary Education	35
Section IV	Adult Education	45
Section V	Student Organizations	51
Section VI	Articulation	61
Section VII	Professional Development	65
Section VIII	The Advisory Committee	71
Section IX	Special Populations	81
Section X	Guidance and Placement	93
Section XI	Promoting Business Education	99
Section XII	Inventory	109
Section XIII	Business Education Resources	117
Appendices		121
Appendix A	A Guide for Submitting Applications for Expanding and New Regular Vocational Programs (FV-3)	123
Appendix B	Application for Authorization to Purchase Equipment, Teaching Aids or Other Items for Vocational Programs (FV-4)	125
Appendix C	Reimbursement for Equipment, Teaching Aids or Other Items for Vocational Programs (FV-2)	127
Appendix D	Application for a Vocational and/or Counselor's Certificate (VE-1)	129
Appendix E	Evaluative Questionnaire for Business Education	131

THE MISSION OF BUSINESS EDUCATION

OVERVIEW

Business education combines the best aspects of both general education and vocational preparation by offering a curriculum with an awareness of the overall need for the comprehensive education of all students, and the specific needs of vocational preparation for students who must secure employment upon graduation. The business program provides for the general education needs of all students in the areas of business and economic understandings. Vocational preparation provides for specific occupational opportunities as well as long-term career possibilities.

Business education, which can begin at any level and continue throughout the life span of an individual, represents a broad and diverse discipline that is included in all types of educational delivery systems: elementary, middle/junior high, and high schools; area vocational schools; community colleges; four-year colleges; and universities. Accounting, office, computer, business administration, and teaching occupations are all areas of study in a comprehensive business education program. Business education supplies the largest segment of the job market—the business occupations—with qualified employees.

Because business education curriculums have a broad range of diversity in level and scope of content, the creative teacher can incorporate concepts and values that are important to the school or community, or needed by a particular student. This flexibility, along with the ability to accommodate various levels and class sizes, makes business education an appealing curriculum, both within the school and within the community.

PHILOSOPHY

Historically, business education has consistently provided education *about* business and education *for* business occupations. The focus on these two areas of business education has persisted for more than 160 years of formalized business education in the United States. Technology has caused some philosophical shifts in education from single learning to multiple learning, rigidity to flexibility, isolated content to interrelated content, memorized responses to problem awareness, national dimensions to international proportions, one career to multiple career preparations, and job specific skills to broad based transferable skills. Business education recognizes these new emphases in programmatic modifications and is prepared to meet the needs of the rapidly changing work force.

The mission of business education as presented by the Policies Commission for Business and Economic Education (PCBEE) is:

1. To educate individuals for and about business.

2. To provide a continuous program of planned, learning experiences designed to equip individuals to fulfill effectively three roles:

   a. to produce and distribute goods and services as workers;
   b. to use the results of production as consumers;
   c. to make judicious socioeconomic decisions as citizens.

3. To provide career information that helps students relate their interests, needs, and abilities to occupational opportunities in business.

4. To provide educational opportunities for students preparing for careers in fields other than business which will assist them in acquiring knowledge and skills traditionally linked to business education, but which enable one to function effectively in any profession; for example, to handle effectively both oral and written communications and to develop effective interpersonal and human relations skills. (PCBEE, Policy Statement No. 23)

The Commission further states that to accomplish the mission of business education:

1. Business education must be recognized as both vocational and general education.

2. Basic business education must be perceived as making a contribution to the education of all students, regardless of occupational or educational goals and must be regarded as an integral part of all vocational business programs. (Basic business education is that component of the business program that provides information *about* business. Basic business education includes such areas as the private enterprise business system, financial services provided by business, legal aspects of business, risk sharing, and management.)

3. State supervisors of business education need to assure that the dual objectives of business education (education *for* business and education *about* business) are implemented.

4. Business educators (teacher educators, administrators, supervisors, and classroom teachers) must have significant input into the formulation of the state plan for vocational education.

5. Coordination must exist among business educators, business representatives, and national, state, and local administrators who are responsible for making decisions on programs and funding that affect business education.

6. Program goals and instruction at the varying levels at which business education is offered must be coordinated to determine the contribution that each should make in meeting students' educational needs. A well-articulated program must be implemented to facilitate entry to and exit from appropriate levels.

7. Cooperation must exist among business education professional organizations at the national, state, and local levels.

8. Opportunities must be available for students to participate in a business-related student organization that is representative of the total program of business education.

9. Business educators (teacher educators, administrators, supervisors, and classroom teachers) and professional business education associations must be involved in formulating the requirements for business teacher certification to assure that business teachers are qualified to plan and teach *for and about* business.

10. Business teacher educators must design programs that will enable teachers to develop a commitment to effecting the dual objectives of business education.

11. Business educators have a responsibility to develop programs that respond to current societal issues such as education for improving basic and computational skills, for meeting the needs of the bilingual and bicultural population, for eliminating occupational stereotyping, for assisting students with special needs, and for functioning effectively in the private enterprise system.

12. Business educators must develop alliances with business firms, business and professional associations, labor organizations, legislative groups, and boards of education whose members share interests in developing programs about business. (PCBEE, Statement No. 23)

SIGNIFICANCE OF BUSINESS EDUCATION

Business education is an important component of the American educational system. The business program provides instruction to help students develop business, economic, and computer literacy. Business occupations represent the area of greatest potential for most communities in terms of both employment demand and student interest. The range of values of business education listed by PCBEE include:

1. The emphasis on basic educational skills will result in increased interest and competency in written and oral communications.

2. The back-to-the-basics movement carries implications for increased emphasis in the business subjects on such basic skills as mathematics, penmanship, and reading.

3. The concern for the economic well-being of individuals should result in assurance that students will leave school with personal economic competence.

4. The typewriter keyboard has become universally accepted as a communications tool; every student should develop a basic keyboarding skill.

5. The computer touches the lives of all individuals; every student should develop computer literacy.

6. The concern for individual financial independence should result in greater assurance that every person will leave high school with a salable skill.

7. The frequency of small business bankruptcy and failure indicates the need for education in entrepreneurship while students are forming their philosophies about private enterprise and learning basic principles concerning business ownership and management.

8. The importance of positive interpersonal and leadership skills in the lives of men and women in business employment has been proved and the conditions to develop these abilities and skills should be provided by all business education programs.

9. The shortage of skilled office workers, especially administrative support personnel, represents a charge to secondary and postsecondary business education curriculum planners to promote these vocational programs. (PCBEE, Statement No. 29)

Business education represents a broad and diverse discipline in level and scope of content. In the past, the majority of business teachers were primarily concerned with young people of secondary school age. Today they should be concerned with all levels of learners—elementary, middle/junior high, secondary, postsecondary, and adult including all phases of their growth and development.

SCOPE AND SEQUENCE

Advances in technology have brought to most people a transformation in ways of doing business and ways of dealing with business. Business education must be viewed and developed within the society in which it functions and serves. These changes are extensive and continuous. Business educators, and all who have a role in business education, must rethink, reassess, and re-evaluate all aspects of the discipline to ensure that needs and demands are met. The future of a comprehensive program of business education across the entire curriculum depends on decisions and actions taken now at each local school. The business education program concerned only with activities at the secondary level will likely diminish in influence within the school and within the community.

Educators and business people are increasingly aware of the need for business education concepts and content to be introduced to students prior to their high school years. There is also a need to assure articulation with programs beyond the 12th grade. Business is the core of the American economy. Understanding of business-related concepts and competence in certain business-related skills are important for all students. The National Business Education Association (NBEA) Task Force on New Concepts and Strategies for Business Education has identified key content for students at various educational levels reprinted here from the article "Future Directions and Recommended Actions for Business Education," which appeared in the November 1983 issue of Business Education Forum. (Used with permission.) Some of their recommended directions at each level include the following.

Elementary School

Keyboarding. Students in the elementary grades should be encouraged to learn basic keyboarding skills at the earliest feasible grade level.
Career Education. Elementary students should begin learning about themselves, the world of work, the many varied occupations available, and about preparing for a future work role.
Economic Education. Education allowing students to cope successfully with contemporary economic and related political conditions and to acquire necessary personal financial skills and knowledges to operate as effective consumers should begin in the elementary school.

Middle/Junior High School

Keyboarding. Students who have completed the basic keyboarding course should be provided the opportunity to learn keyboarding application skills such as personal business letters and simple reports.
Career Education. Middle/junior high school students should continue to learn about themselves and the world of work. Their study should focus on occupational clusters and preparation required for entry into selected occupational clusters.
Business Literacy. Education allowing students to cope successfully with contemporary economic and related political conditions and to operate as effective consumers should be offered at the middle/junior high school level.
Computer Education. Middle/junior high school students should have the opportunity to continue study about the computer as a personal/business tool.

High School

Business Literacy. Because of the increasing complexity in society, business literacy courses will become increasingly important in the senior high school. Business literacy permits students to function successfully in contemporary economic and related political conditions and in the business climate. Literacy includes personal financial skills and knowledges.

The Computer. Business educators should be the primary teachers of general education computer literacy courses. Every business education course should be interfaced with the computer.

All keyboarding skill development should be assigned to business educators. Computer literacy and keyboarding should become basic skills. Courses in introductory and advanced computer applications should also be available.

Because of worldwide linkages available, business students should receive instruction on national and international practices used in processing information.

Entry-Level Job Preparation. Business education programs should offer entry-level job preparation which meets specifications of the current and future job market. These programs should prepare students for initial employment in the general administrative systems of companies and government. Preparation in information processing, entrepreneurship, management, and business administration should be included.

Communication and Analytical Skills. Business education programs should offer instruction in all areas of communication—reading, writing, math, speaking, and listening—all areas concerned with the sending and receiving of information. The business world demands students who can make decisions rapidly and accurately, can think logically and analytically, and possess interpersonal skills necessary to handle change and a complex life style.

Two-Year Postsecondary

Instructional Programs. Business educators should place a major focus on administrative services, particularly the areas of information processing systems, communications, and telecommunications, to provide students with the following:

- Transferable skills and knowledges applicable to long-range goals, including further education.
- Skills and knowledges for short-term goals, such as entry-level positions in traditional and emerging fields.
- Specialized skills and knowledges for short- or long-term goals, including middle management and developmental positions, business entrepreneurship, sales, and accounting.

Basic instruction should be offered on information processing systems to avoid duplication and maximize learning within time constraints. This may require pretesting, flexible movements in and out of class, or individualized instruction.

Students should possess skills such as programming, knowledge of hardware/software systems, problem solving, data and word processing concepts, filing, and organization.

Communications instruction should cover creating, correcting, approving, and using written communication. Simulated office experiences should include basic skills such as proofreading, composing, and text editing, as well as middle management supervision.

Students should develop the ability to use machines as communication devices. This may include keyboarding and moving data through touch and speaking/responding to voice-activated equipment.

Provision should be made to provide new skills for individuals whose current occupations are phased out, for those who hold part-time positions, and for high school students needing basic skill levels or wishing to expand into specialization. (NBEA Task Force, 1983)

Four-Year College or University

The recommended directions at the four-year college or university levels were in two categories: for persons preparing as business education teachers and for persons preparing in business administration, particularly information management systems.

BUSINESS LINKAGES

Business educators have historically fostered a close affiliation with business, industry, and government to guarantee that curriculum reflects current standards and techniques. Relevancy of the business environment is reflected in course content, teaching strategies, and teacher professionalism. Effective involvement with the business world results when essential linkages are maintained. These linkages provide the needed access for interaction among business persons, educators, and students.

Benefits

According to PCBEE (Policy Statement No. 38, 1985) the benefits provided by the interaction are:

1. **For the business educator**: opportunities to communicate positively the mission of business education, sources of upgrading and updating the knowledge of teachers, and opportunities for consulting and interacting with employers.

2. **For the businessperson**: improved entry-level employees who possess useful and needed knowledge and skills, opportunities to utilize and blend the theoretical knowledge of educator consultants with the practical knowledge of businesspersons, and opportunities to exchange technical information and research results between business and education.

3. **For the student**: internships and cooperative education program opportunities, increased levels of relevancy in course work and other learning experiences which help lead to successful careers, and contacts and resources for future full-time employment.

DELIVERY

An effective and comprehensive business education program is the result of the collaboration of many people and organizations. It represents a broad and diverse discipline that is included in all types of educational delivery systems—elementary and secondary schools, one- and two-year postsecondary schools and colleges, and four-year colleges and universities. Business education can begin at any level; it can be interrupted for varying periods of time; and it can be continued throughout the life span of an individual.

As specified by PCBEE, the provision of instruction *for* and *about* business education is the collective responsibility of:

1. *School administrators, boards of education,* and *legislators,* to assure that the proper climate prevails and funds are available for comprehensive, well-planned, well-equipped, and well-staffed business education programs.

2. *Business* and *lay people,* functioning as advisory councils for the business program, to assure that the needs and interests of the community are being considered and that the accomplishments of the program are being communicated to the public.

3. *Students*, individually or as groups through classes and student organizations, to respond with an enthusiasm that will cause other students to see merit in the business education programs and activities.

4. *Guidance counselors*, to actively and objectively portray the vocational and college preparatory opportunities in business education and the preparation for business and other careers as well as the values of personal use and economic understandings available from business education.

5. *Business teacher educators*, to prepare teachers who fully understand the purposes of business education and the characteristics of quality business education programs.

6. *Business and education professional organizations*, to communicate the career potential and the personal and economic values of business education.

7. *Secondary and postsecondary faculties and administrators*, to promote and encourage enrollments in business education at all levels to facilitate a reasonable and fair articulation of students among programs.

8. *Business educators*, to take the initiative to assure that promotional and informational efforts are formulated, implemented, coordinated, and evaluated. (PCBEE, 1981. Policy Statement #29)

REFERENCES

NBEA Task Force on New Concepts and Strategies for Business Education, 1983. Policies Commission for Business and Economic Education. This We Believe About Linkages with Business. (Policy Statement #38.) Reston, VA: Policies Commission for Business and Economic Education. 1985.

Policies Commission for Business and Economic Education. This We Believe About the Role of Education in the Comprehensive High School. (Policy Statement #37.) Reston, VA: Policies Commission for Business and Economic Education. 1985.

Policies Commission for Business and Economic Education. This We Believe About the Value of Business Education. (Policy Statement #29.) Reston, VA: Policies Commission for Business and EconomicEducation. 1981.

Policies Commisssion for Business and Economic Education. This We Believe About the Mission of Business Education. (Policy Statement #23.) Reston, VA: Policies Commission for Business and Economic Education. 1977.

A Guide to Curriculum Planning in Business Education. Madison, WI: Wisconsin Department of Public Instruction. 1987.

SECONDARY PROGRAM

OVERVIEW

Vocational business education is a significant part of a quality high school education. America's occupational society depends on graduates from high school business education programs to fill many jobs. Students must be provided with skills and competencies needed to fill a variety of positions in business. Training programs must be in place to provide broad and specific occupational skills and knowledge for students interested in careers in business.

Business education programs must serve the total school population through a relevant curriculum oriented toward providing career direction, a sound foundation for advanced study, and the development of employability and job skills. A quality business program is competency-based; objectives give the direction necessary to meet the needs of students and business. Performance objectives based on the competencies students need to be successful in their business careers and in their personal lives are at the heart of a competency-based business program. Courses should be offered in a sequence that leads to vocational competence. In addition, a quality program must be technology based. While programs in the past emphasized the typewriter, programs of today must be computer-based.

A curriculum model has been developed to provide information on current trends in business education which helps schools develop programs that parallel what is occurring in the business world. The model provides a general framework that districts can adapt to reflect individual philosophies, student/community needs, and student populations. Students may select the courses from the clusters which are most relevant to individual career choices. Some schools will not be able to offer separate courses in all areas. The suggested courses could be taught as units incorporated into other courses.

The model is based on the following assumptions:

1. Keyboarding is offered below the high school level and is required of all students.

2. Keyboarding is used in a variety of courses and students frequently work with computers.

3. The curriculum will provide a foundation for students to use in career planning, based on individual career objectives.

The preliminary occupational focuses, as recommended in the Business Education Curriculum Model are: accounting, office systems, management, and computer systems.

Accounting

Competency areas achieved in this cluster are basic accounting procedures, automated accounting applications, and business concepts and procedures.

Office Systems

Competency areas achieved in this cluster are business computer applications, oral and written communications, math computations, shorthand/notehand, machine transcription, information processing, job application procedures, and employability skills.

Management

Competency areas achieved in this cluster are an understanding of American business, forms of business ownership, personnel management, decision making, public and human relations, accounting, oral and written communications, risk management, personal and business liability, and legal rights and responsibilities.

Computer Systems

Competency areas achieved in this cluster are computer operations and concepts, introduction to computer programming languages, writing and applying programs to solve business problems, systems analysis and design and automated accounting applications.

A synopsis of business education courses included in the model are provided in this section. Each course description suggests prerequisites, the grade level for offering each course, a recommended length of time for the course to be offered, and a list of competencies. Local school districts may adjust the level and length of the course to reflect individual variances in school population and regional needs. Individual teachers should determine specific objectives to be covered in the competencies.

NOTE: The competencies listed in areas where no official profile has been developed are suggested guidelines and not all-inclusive. If a profile has been developed in a particular area, it should be used in lieu of the competencies listed here.

Missouri Business Education Curriculum Model

Elementary School

Keyboarding

Middle /Junior High School

Business Orientation
(Keyboarding, Career Exploration,
Introduction to computers)

High School

Recommended Core

Business Communications
Introduction to Business
Keyboarding Applications
Microcomputer Business Applications
Accounting I

Career Path Cluster

Accounting	Office Systems	Management	Computer Systems
Automated Accounting Accounting II Business Management	Office Technology Supervised Business Experience	Business Management Accounting II Business Law	Automated Accounting Computer Operations Computer Programming

COMPLEMENTARY ELECTIVES

Business Math
Recordkeeping
Entrepreneurship
Automated Accounting

Accounting II
Business Law
Shorthand/Notetaking
Office Technology

Business Management
Economics
Computer Operations
Computer Programming

COURSE DESCRIPTIONS

ACCOUNTING I
Prerequisite: Keyboarding
Levels: 11,12
Length: Year

Description:

This course is designed to build a basic understanding of manual and automated accounting principles, concepts, and procedures. Activities include the accounting equation, the accounting cycle, entering transactions in journals, posting to ledgers, preparing end-of-period statements and reports, payroll systems, banking activities, taxes, etc.

Competencies:

- State and implement the fundamental accounting equation
- Describe the steps of the accounting cycle
- Identify major classifications of assets and liabilities
- Analyze and record transactions in various journals
- Post from journal to appropriate ledgers
- Prepare financial statements
- Identify business papers and explain their use in business
- Write checks and reconcile the bank statement
- Prepare a payroll
- Understand inventories, notes, uncollectible accounts, depreciation and interest as they relate to a merchandising business
- Complete business simulations that involve all activities of a business cycle
- Demonstrate automated accounting procedures with basic accounting principles
- Recognize the career opportunities in accounting, and understand the technical skills, knowledge, educational levels, and attitudes needed

ACCOUNTING II
Prerequisites: Keyboarding , Accounting I
Level: 12
Length: Year

Description:

This course is designed to help the student acquire a more thorough, in-depth knowledge of accounting procedures and techniques utilized in solving business problems and making financial decisions. Students will develop skills in analyzing and interpreting information common to partnerships and corporate forms of organization, preparing formal statements and supporting schedules, and using inventory control and budgetary control systems. Computer applications will be integrated in each instructional unit.

Competencies:

- Illustrate applications of accounting concepts
- Demonstrate accounting procedures unique to partnerships and not-for-profit organizations
- Demonstrate accounting procedures for a corporation
- Illustrate accounting concepts and practices related to general accounting adjustments
- Demonstrate management accounting procedures for a corporation
- Illustrate cost accounting procedures

AUTOMATED ACCOUNTING
Prerequisites: Keyboarding, Accounting I
Level: 12
Length: Semester/Year

Description:

This course is designed to help students learn how microcomputers and accounting software manage, store, calculate, post, retrieve, analyze, and print accounting information and financial reports. Students will become familiar with four major accounting systems commonly found in computerized accounting environments: the general ledger, accounts payable, accounts receivable, and payroll.

Competencies:

- Load accounting software
- Maintain filing system to organize business records
- Analyze, key-enter, and post transactions to general ledger accounts
- Analyze, key-enter, and post journal entries to accounts receivable accounts
- Analyze, key-enter, and post journal entries to accounts payable accounts
- Analyze, key-enter, and post journal entries to record payroll
- Print financial statements

BUSINESS COMMUNICATIONS
Prerequisite: Keyboarding Applications
Levels: 11,12
Length: Semester/Year

Description:

This course is designed to help students understand and apply the mechanics of effective oral and written communication skills. Areas of study include a review of basic language skills and composition of business letters and reports. Instructional units also include the development of listening, responding, and dictating techniques; appropriate conduct for business meetings; correct telephone techniques; and proper interview skills.

Competencies:

- Use correct grammar, punctuation, sentence structure, and spelling in written business communications
- Proofread and edit written communications
- Identify and describe commonly used letter styles and business communications
- Locate business information using reference materials and available community resources
- Produce an attractive job search portfolio including application form, letter, and résumé
- Exhibit correct speaking style incorporating the basic principles of effective communication
- Follow written and oral instructions
- Demonstrate correct telephone techniques
- Explore uses of telecommunications
- Identify acceptable business behavior through the study of interpersonal relationships
- Demonstrate proper parliamentary procedure in simulated business meetings
- Develop a professional image, attitude, and a positive self-image

BUSINESS LAW
Prerequisite: None
Levels: 11,12
Length: Semester

Description:

This course is designed to acquaint students with the basic legal principles relevant to their roles as citizens, consumers, and employees. The content includes the basic characteristics of the American system of free enterprise, rights of private property, basic elements of contracts, employer-employee relations, landlords and tenants, wills and estates, and community property.

Competencies:

- Determine the elements of personal and business liability
- Demonstrate an understanding of common legal terms
- Understand the organizational structure of the court system
- Distinguish between a felony and a misdemeanor
- Distinguish between a tort and a crime
- Recognize an individual's legal rights and responsibilities in a democratic society
- Define the elements necessary to make a negotiable instrument
- Understand rental contracts and lease agreements regarding the rights and obligations of landlords and tenants

BUSINESS MANAGEMENT
Prerequisite: None
Levels: 11,12
Length: Semester

Description:

This course is designed to help students develop an understanding of skills and resources needed to manage a business. Instruction includes a general overview of American business, forms of business ownership, personnel management, labor-management relations, public and human relations, taxation, and government regulations. The use of microcomputers and software as tools in making business decisions in areas such as accounting, sales analysis, and inventory control will also be introduced.

Competencies:

- Classify the three types of business ownership available to American businesspersons
- Describe how partnerships and corporations are formed
- Differentiate between manufacturing and service businesses
- Discuss the types of business records needed by businesses
- Explain the common forms of business financing
- Identify and compare leadership styles of managers
- Understand the concept of supply and demand in free enterprise system
- Identify major causes of business failures
- Explain the components and process involved in developing a business plan
- Understand the degree of government control over business
- Describe the use of microcomputer technology in marketing research, sales analysis, accounting, and inventory control
- Understand the career opportunities available in business management and the technical skills, knowledge, educational levels, and attitudes needed

BUSINESS MATH
Prerequisite: None
Levels: 9,10,11,12
Length: Semester/Year

Description:

This course is designed to improve computational skills and apply them to business situations. Areas of study include mathematical problems dealing with interest, percentages, notes, installment buying, insurance, depreciation, markup and markdown, payroll, and taxes.

Competencies:

- Perform basic mathematical functions
- Compute problems involving decimals and percentages
- Compute simple interest
- Calculate markup and discounts
- Demonstrate an ability to estimate mathematical answers
- Apply mathematic concepts to business and personal situations
- Prepare a bank reconciliation statement
- Solve problems using ratios and proportions
- Calculate net pay and deductions
- Operate electronic calculator proficiently

BUSINESS ORIENTATION
Prerequisite: None
Levels: 7,8,9
Length: Semester/Year

Description:

This course is designed to help students explore various occupations in the business world. Introductory units in keyboarding, filing, computer literacy, financial management, accounting, business law, and career exploration may be offered.

Competencies:

- Operate an alphanumerical keyboard using the touch system
- Demonstrate correct techniques of keyboarding
- Identify information correctly using alphabetic filing
- Demonstrate knowledge of a word processing software package
- Demonstrate fundamental money management skills
- Record business transactions in the general journal, post entries to the general ledger, and prepare a trial balance
- Describe an individual's legal rights and responsibilities
- List the elements of an enforceable contract
- Prepare a job campaign that includes a letter of application, résumé, application form and an interview simulation

COMPUTER OPERATIONS
Prerequisite: Keyboarding
Levels: 10,11
Length: Semester/Year

Description:

This course is designed to equip the student with a background of computer operation concepts and an introduction to computer programming languages. Activities include installing software programs, writing and applying simple programs to solve business problems, and operating business data processing systems.

Competencies:

- Describe the various applications of computers and data processing
- Demonstrate knowledge of input/output devices
- Perform data-entry functions from source documents
- Demonstrate knowledge of functions of the central processing unit
- Distinguish between computer installations as to operation systems
- Load programs, files, or database
- Run tests on programs
- Design a program
- Write a program in BASIC
- Write a program in RPG
- Write a program in COBOL
- Identify career opportunities in data processing and understand the technical skills, knowledge, educational levels, and attitudes needed
- Describe laws pertaining to data processing

COMPUTER PROGRAMMING
Prerequisites: Keyboarding, Computer Operations
Levels: 11,12
Length: Year

Description:

This course is designed to develop advanced skills in computer operations and programming. Instructional units include documentation and design tools, systems analysis and design; program design, control breaks, sequential files, BASIC programming language, RPG business application program, tables and arrays, and COBOL programming.

Competencies:

- Distinguish between structured and unstructured documentation
- List the procedures involved in the process of systems analysis and design
- Evaluate program design using general program module properties
- Write a program module
- Write a program using nested IF statements and related statements
- Write a program using control break processing techniques
- Write a program using multiple-level control break processing techniques
- Write edit routines to create a sequential master file
- Write a sequential file update program

ECONOMICS
Prerequisite: None
Levels: 11,12
Length: Semester/Year

Description:

This course is designed to help students understand economic concepts necessary for their participation in a capitalist system as wage earners, business owners, producers, and investors. Basic economic concepts such as supply and demand, competition, growth, and stability are emphasized. Topics include government's role in the economy, the sharing of economic risks, and the effect of inflation and monetary policies on national and international economics.

Competencies:

- Identify basic economic concepts such as scarcity, resource ownership, supply and demand, and ownership
- Have a thorough understanding of the American economic system today and be able to make comparisons of other economic systems that exist in the world
- Understand the necessity for choices and the role of the decision-making process for analyzing individuals, business, and social wants and priorities
- Demonstrate an understanding of current local, state, national, and international economic issues
- Understand the marketing economy of the United States in relation to the world of work and the individual's place within it
- Understand the roles of business enterprises, consumers, and government in our mixed capitalist system

ENTREPRENEURSHIP
Prerequisite: None
Levels: 10,11,12
Length: Semester/Year

Description:

This course is designed to provide students with the fundamental knowledge needed for organizing, developing, and implementing a business concern within the private free enterprise system. Topics of study will include learning advantages and disadvantages of owning a business, choosing a location, securing a loan, determining organizational structure, and promoting the business.

Competencies:

- Define, explain, compare, and contrast the characteristics and personality traits associated with entrepreneurs
- Compare and contrast the main factors contributing to the success or failure of the different types of business concerns
- Identify the steps involved in developing a business plan
- Interpret the different factors to consider when making site selections
- Identify the advantages and disadvantages of the major types of ownership
- Calculate the start-up cost for a business in a given situation
- Explain the different types and sources of financing available to the entrepreneur
- Describe the role government plays in a private free enterprise system
- List and perform the steps involved in accurate recordkeeping
- Identify and explain the purpose of management and the sources of managerial assistance
- Define the components of promoting a business

INTRODUCTION TO BUSINESS
Prerequisite: None
Levels: 9,10
Length: Semester/Year

Description:

This course is designed to introduce students to business functions in today's society and will provide a foundation for other business courses. Instruction should include a study of the free enterprise system, consumerism, insurance, taxation, banking, credit, investments, personal money management, and business terminology.

Competencies:

- Describe how businesses are organized and operated in today's economic system
- Demonstrate consumer abilities in obtaining and using economic goods and services
- Understand the role of financial institutions in the American economy and the financial services they offer
- Describe the protection against risks of personal or property loss provided by insurance
- Use business terminology as an informed consumer and as an employee/employer in the work place
- Explain the importance of budgeting money
- List and use the basic principles of wise money investment

- Prepare a bank reconciliation statement
- Identify career opportunities using business concepts, and understand the technical skills, knowledge, educational levels, and attitudes needed

KEYBOARDING
Prerequisite: None
Levels: Elementary/Middle or Junior High School*
Length: 9-18 weeks

Description:

This course is designed to introduce students to the touch operation of keyboard characters, correct keystroking, proper manipulation of operating parts, and care of equipment.

Competencies:

- Identify careers that utilize a keyboarding skill
- Operate an alphanumeric keyboard using the touch system
- Demonstrate proper fingering and correct techniques of keyboarding
- Locate and correct errors
- Demonstrate proper care of the equipment
- Demonstrate an appropriate skill level

*At grade levels where inputting is consistently utilized.

KEYBOARDING APPLICATIONS
Prerequisite: Keyboarding
Levels: 10,11,12
Length: Year

Description:

This course is designed to further develop keyboarding skills. Learning is continued in the areas of proofreading and skill building in speed and accuracy. Emphasis will be placed on document processing and preparation, composition, and decision making within the document preparation.

Competencies:

- Organize materials and set work priorities
- Demonstrate increased skills in speed and accuracy
- Exhibit advanced proofreading skills
- Produce mailable copy from rough draft, handwritten, and statistical documents
- Demonstrate proficiency at composing at the keyboard
- Demonstrate proficiency in decision making in formatting
- Use automated equipment to key, edit, and process information
- Use reference manuals

MICROCOMPUTER BUSINESS APPLICATIONS
Prerequisite: Keyboarding
Levels: 10,11,12
Length: Semester

Description:

This course is designed to teach concepts associated with business applications on the microcomputer. Instructional units include: operating microcomputer systems and software, performing database procedures, managing payroll records, performing basic accounting procedures, controlling inventory, managing financial records, performing communication operations, and planning business activities.

Competencies:

- List business applications of software
- Demonstrate basic operating procedures, DOS commands, and disk backup procedures
- Explain proper care and maintenance of floppy diskettes
- Describe ethics related to duplication of copyrighted software programs
- Troubleshoot the microcomputer system
- Describe how to set up and maintain a disk library
- Create a database file
- Maintain employee records
- Maintain accounts receivable and accounts payable records
- Maintain inventory records
- Compute and prepare data for financial records
- Prepare budgets and financial forecasts
- Identify major applications of word processing

OFFICE TECHNOLOGY
Prerequisite: Keyboarding Applications
Levels: 11,12
Length: 2 years - single period
1 year - double period or
1 year - single period

Description:

This course is designed to help students develop qualities, knowledge, and skills necessary for working in an office. Areas of study include: exploring career opportunities, using written and oral communication, transcribing business letters, performing client-related services, making decisions and solving problems, processing information, using office procedures and organizational skills, and preparing a job portfolio.

Competencies:

- Analyze business and office careers
- Apply written communication skills in preparing letters, memorandum and reports
- Demonstrate proficiency using a transcribing machine
- Identify, store, and retrieve information correctly using alphabetic, subject, numeric and geographic filing
- Place and answer telephone calls that give and receive complete business information

- Demonstrate oral business communication skills
- Understand current mailing and shipping procedures
- Organize material and set work priorities
- Demonstrate knowledge of database, spreadsheet, word processing, and graphics software packages
- Prepare a job portfolio
- Demonstrate ability to locate business information using reference materials and available community resources
- Demonstrate ability to use decision-making and problem-solving techniques in order to implement plans and evaluate outcomes
- Demonstrate acceptable business behavior through the study of interpersonal relations

RECORDKEEPING
Prerequisite: Keyboarding
Levels: 10,11,12
Length: Semester/Year

Description:

This course will help students gain an insight into the organization, operation, and control of business through the use of fundamental recording activities. These activities include: maintaining a petty cash fund, opening a checking account, endorsing and writing checks, reconciling a bank statement, computing payroll earnings, recording cash and charge sales, and understanding the concept of stock and inventory control through the use of recordkeeping. Maintaining personal records will also be included.

Competencies:

- Demonstrate the ability to maintain a petty cash fund and records
- Perform mathematical computations with skill and accuracy
- Open a checking account, endorse and write checks, and reconcile a bank statement
- Maintain personal business records and prepare income tax returns
- Compute total hours worked, gross earnings, deductions, and net earnings in payroll processing
- Describe the role of microcomputers in maintaining financial records
- Understand the concept of stock and inventory control through the use of proper recordkeeping and purchasing procedures
- Open and maintain a customer account in a ledger and prepare the statement of account
- Understand basic principles of credit and insurance

SHORTHAND/NOTETAKING
Prerequisite: Keyboarding Applications
Levels: 11,12
Length: Semester/Year

Description:

This course is designed to develop a skill to record information from dictation and to transcribe that information into readable copy. An alphabetic or symbol shorthand system may be used.

Competencies:

- Read notes rapidly and accurately
- Write correct shorthand outlines
- Transcribe shorthand notes rapidly and accurately
- Apply the skills of formatting, proofreading, error correction, spelling, word division, and punctuation to the transcription process
- Produce mailable copy from new-matter dictation
- Demonstrate the use of shorthand/notetaking in various applications
- Identify career opportunities using shorthand/notetaking and understand the technical skills, knowledges, educational levels, and attitudes needed

SUPERVISED BUSINESS EXPERIENCE
Prerequisite: Office Technology (or Concurrent)
Level: 11-12
Length: Year

Description:

This course is designed to combine in-school instruction with employment in area businesses consistent with the student's career objective. The in-class instruction broadens students' vocational knowledge, understanding and judgement for the purpose of helping them perform their job more effectively. The instructional program is planned and supervised by both the teacher-coordinator and employer.

Competencies:

- Demonstrate skills and abilities appropriate to the student's career path cluster
- Demonstrate acceptable business behavior through the study of interpersonal relations
- Demonstrate the ability to meet business production standards while working under the pressure of time, interruptions, and changing priorities
- Demonstrate oral and written business communication skills
- Apply introductory concepts and knowledge of computer hardware and software to the business environment
- Complete work reports, financial records, personal, individual, federal, and state tax forms; and related business forms
- Develop work habits and attitudes necessary for individual maturity and job competence
- Develop marketable skills in a laboratory setting

INSTRUCTIONAL MANAGEMENT: VIMS/VAMS

The watchwords in today's business world are efficiency and productivity. The "Vocational Instructional Management System" (VIMS) was adopted by the Missouri State Board of Education in 1982 as a practical means of defining objectives for teaching, recording the progress of individual students toward the objectives, and reporting student achievement in terms of the objectives.

The general concept of instructional management is based on a large body of educational research which can be summarized in two basic premises:

1. All students can learn what is expected of them to a satisfactory level - if teachers believe they can and if the school is organized to provide the time and resources they need for learning.

2. To progress steadily and to be self-motivated to continue learning, students must spend more than half their time working on tasks at which they experience a high degree of success.

These two principles - (1) varying time rather than the achievement level for each student; and (2) individualizing instruction to the extent that each student is able to experience more success than failure - introduce so many variables into the teaching process that some type of management system is imperative.

The mission of vocational education is to provide learners with the knowledge, skills, and attitudes necessary for success in the working world. VIMS is simply a systematic, common-sense approach to defining and measuring the knowledge, skills, and attitudes which students need to acquire in specific occupational areas.

The Department of Elementary and Secondary Education believes the VIMS concept is a workable, effective way of organizing vocational education programs so that productivity and accountability are "built in." It is not a curriculum or a prescribed way of teaching, but a flexible approach with advantages for everyone - instructors, students, parents, administrators, board members, employers, and members of vocational advisory committees.

The VIMS process is based on six basic components:

1. Program Goal
2. Occupational/Job Analysis (duties and tasks)
3. Performance Objectives (knowledge, skills, and attitudes)
4. Instructional Delivery Methods
5. Competency Measures (written or performance)
6. Competency Profiles (recordkeeping system)

One of the important aspects of competency-based vocational instruction is the specification of competencies that a student is to achieve. In order to communicate and keep track of a student's progress on these competencies, a form which is called a competency profile can be used. This form basically contains a list of the competencies (tasks) for a specific program or course, along with other information to give an overall picture of the student to prospective employers, parents, and other teachers.

There are many uses for competency profiles in vocational education. A competency profile:

- Provides the school with a reporting system for vocational programs which supplements the present grading system.
- Provides parents with a record so that they can trace their child's progress on individual tasks.
- Provides the student and teacher with an individual profile of where the student stands in achieving the competencies of a course or program.
- Assists school personnel and students in the job placement process.
- Provides specific information for prospective employers in the hiring of vocational graduates.
- Provides specific information for employers in the supervision of newly hired vocational students. This may help in determining future training needs of the individual.

- Provides a vocational program description which can assist school personnel and students in course selection.
- Provides schools with a public relations instrument for information relating to specific vocational programs.

The Vocational Administrative Management System (VAMS) is a computer-based management information system designed for use in Missouri vocational schools. Using IBM (AT or XT) microcomputers, vocational school staff can use VAMS software along with a printer and scanner to manage the following three kinds of administrative and instructional information:

1. Useful administrative information about students and staff

2. Information about the overall operation of the school

3. Performance-based information about the school's instructional program and student's mastery of behaviorally defined job skills.

VAMS is an information management tool. It uses computer technology to perform an age-old problem, saving and selectively retrieving information in a useful form. In a school the information exists in a variety of forms — "directories" (e.g., a directory of all students and staff), lists (materials, equipment, a class, objectives, etc.), or various kinds of "files" of related items.

STATE FUNDING REQUIREMENTS AND PROCEDURES

The Missouri State Plan for Vocational Education makes provisions for programs, services, and activities to serve secondary students enrolled in vocational business classes. Districts that seek financial support for vocational business classes must prepare and submit to the Department an application on or before March 1 prior to the fiscal year in which the classes will start. (FV-3, see Appendix A.)

Monies are available on a 50 percent matching basis to help purchase equipment, software, and curriculum guides for the approved vocational business class(es). In addition, monies are available for partial teacher salary reimbursement.

Instructional Programs

In comprehensive high schools, office technology (CIP Code 07.0701) is the first program to be approved. After one or two periods of office technology are operating, a supervised business experience program (CIP Code 07.9999) may be approved. Students enrolled in the supervised business experience program should be currently enrolled in or have previously completed the office technology program. One preparatory unit is required of students enrolled in office technology.

Course offerings approved at the area vocational schools include office technology (CIP Code 07.0701), supervised business experience (CIP Code 07.9999), automated accounting (CIP Code 07.0101), data processing (CIP Code 07.0305), and microcomputer applications (CIP Code 07.0302). One preparatory unit is required of students enrolled in any approved vocational business class.

Timeframe

At the comprehensive high school, one or two periods of office technology may be offered. Students may have the flexibility of scheduling a period at the junior year followed by an additional hour at the senior year, or one or two periods of training in one year.

The area vocational schools may choose to offer classes in a one-, two-, or three-period block of time, depending upon the needs of the sending schools.

Enrollment

Admission to a vocational business program shall be determined by the student's interest and ability to profit from the instruction. A minimum of ten enrollees is required to be eligible for reimbursement. Classes with less than ten enrollees will need special approval from the Director of Business Education. The maximum number of students is determined by the size of the room, traffic movement desired, and work stations. More than 24 enrollees in an occupational program is discouraged.

Acquisition of Equipment

Once a vocationally reimbursed class has been approved, an FV-4 Application for Authorization to Purchase Equipment should be sent to the Business Education Section before July 1. (See Appendix B.) The form will be processed and sent back to the superintendent with approval for purchase. The school district has until June 30 to purchase the approved items and to send in the FV-2 reimbursement form. (See Appendix C.) All copies of invoices and equipment serial numbers must accompany the FV-2 form.

Certification

Individuals employed to teach vocationally reimbursed business classes must meet the following requirements to receive a five-year certificate:

1. B.S. degree in an appropriate major

2. 4,000 hours of non-teaching work experience or a master's degree and 2,000 hours; and

3. Eight semester hours in the following professional vocational education areas:

   - curriculum development in business education
   - organization and administration of business education
   - coordination procedures
   - vocational guidance
   - vocational philosophy
   - occupational analysis

No more than three semester hours can be counted in each of the above areas. A supervised business experience coordinator must have completed a course in coordination procedures.

To receive a two-year temporary vocational business certificate, an instructor must have completed a B.S. degree and have some non-teaching work experience. This certificate can be reissued two times for a maximum of six years.

To maintain the five-year renewable certificate, the instructor must attend three MVA/MBEA summer conferences during the five-year period.

A copy of the application for a vocational certificate may be found in Appendix D. You may write for an application to the Department of Elementary and Secondary Education, Director of Business Education, P.O. Box 480, Jefferson City, MO 65102.

SUPERVISED BUSINESS EXPERIENCE

The supervised business experience (SBE) program is a learning experience that provides both classroom instruction and on-the-job work experience to further develop occupational competency. Through the cooperative efforts of the teacher-coordinator and the employer, the student receives vocational instruction and on-the-job training related to his/her individual career goals. With the cooperative arrangement, employment becomes an integral part of the educational program and school credit is given for employment.

Supervised business experience (SBE) training involves students enrolled in approved vocational education programs. Students participating in SBE are expected to perform productive work during their off-campus experience and receive pay for it. The students are usually covered by the employer's workers' compensation insurance and general liability insurance.

The program must be well-planned and adequately supervised by school district personnel to ensure the school district's eligibility for state and federal funds and to justify the awarding of credit to participating students.

Requirements and Recommendations

A. Instructional Program

1. To be eligible for off-campus programs, students must:

   a. be 16 years old or older.
   b. be juniors or seniors in high school (according to local policy).
   c. enrolled in daily related classroom instruction which is a part of the school district's regular program.
   d. have completed Keyboarding Applications and/or Accounting I.
   e. have maintained at least a 2.0 grade average.
   f. have satisfactory school attendance and disciplinary record.

2. There must be at least ten enrollees in a class before the local district will receive reimbursement.

3. Students should be scheduled for a minimum of 10 hours work per week (preferably 15).

4. The vocational business instruction and on-the-job training serve jointly to contribute to the student's employability. There must be a close relationship maintained between the vocational instruction and occupational experience. This is interpreted to mean that the same individual who provides the vocational in-class instruction is also responsible for supervising the employment experience.

B. Curriculum Content

All supervised business experience students receive general occupational instruction and specific occupational instruction. In addition, SBE students receive instruction which applies to their own training jobs. The state office technology guide should be consulted for units of instruction.

C. On-the-Job Training

1. The supervised business experience program shall provide on-the-job training that :

   a. is designed to serve persons who will benefit from such training.
   b. is related to business career opportunities.
   c. is available to students who could not secure the experience otherwise.
   d. does not displace other workers who perform such work.
   e. employs student-learners in conformity with federal, state, and local laws and regulations in a manner not resulting in exploitation of the student learner for private gain.

2. The student will be placed in a training station that directly contributes to the development of the competencies necessary for successful employment in his/her chosen occupational field.

3. Training plans identifying complementary in-class instruction and on-the-job training shall be negotiated for each student by the teacher/coordinator and training sponsor.

4. The teacher/coordinator shall receive one hour of release time per 12-15 students for coordination of the on-the-job training.

5. The coordinator shall have an extended employment contract for training station development, training plan negotiation, and placement of students in training stations. A ten-month contract is recommended.

6. The teacher/coordinator who provides related in-class instruction must also coordinate the student's on-the-job training.

D. Coordinction of In-Class Instruction with On-The-Job Training

1. There must be a training plan on file in the school district for each student receiving supervised business experience credit. The training plan is negotiated by the school and employer. It is identified in both the in-class instruction and the on-the-job training that the student will receive.

2. Students are required to enroll in a related vocational class and the supervised employment phase of the program simultaneously.

E. Credit for Supervised Business Experience

1. Two units of credit shall be awarded to students for 20 or more hours of employment per week, or one unit for less than 20 but more than ten hours per week.

2. Cooperative credit cannot be given for employment only. Trainees must be enrolled in related classroom instruction before credit can be given for the on-the-job experiences.

3. One unit of credit per year is granted for each class period of vocational instruction that the trainee successfully completes in his/her daily schedule.

F. Teacher Qualifications

Individuals employed to teach vocationally reimbursed supervised business experience program must meet the vocational business certification requirements. They must have completed a course in coordination procedures.

G. Application Process

Contact the Director of Business Education, Department of Elementary and Secondary Education, P.O. Box 480, Jefferson City, MO 65102 for an application form for starting a supervised business experience program. All requests for vocationally funded programs must be approved prior to March 1 for the next school year.

PROGRAM EVALUATION

A comprehensive and easily-administered evaluation process is a positive force toward improved teaching, better learning, and a balanced curriculum. The basic sense of direction of purposes, values, and criteria with which to judge the program and the product of the business education program is derived through a carefully planned design of a totally integrated evaluation system. Moving from where a program is to where it should be can be accomplished only through a planned system of evaluation, constant feedback, and utilization of information in relationship to attain stated goals or outcome.

Depending upon the size of the district, those participating in the evaluation might include the board of education, the superintendent and principal, curriculum director, teachers, students, community persons, state department personnel, or other specialists in specific areas of instruction.

To aid business education teachers in developing, evaluating, and improving the business education program and department, an evaluative instrument (Appendix E) has been provided to help assess the followong components:

- Philosophy and Objectives
- Administration
- Staff
- Instructional Methods and Resources
- Facilities and Equipment
- Placement, Follow-Up and Evaluation

All schools receiving federal funding are required to participate in this evaluation process. The program evaluation consists of six phases:

Phase One - The superintendent of the local school district will be notified by the Assistant Commissioner of Vocational Education of the date that the vocational programs will be evaluated.

Phase Two - The local staff and administrators prepare the evaluation questionnaires and reports regarding the philosophy, program objectives, enrollment data, advisory committee, course objectives and outlines, long-range plans, follow-up information, and in-service meetings.

Phase Three - Personnel from the Department of Elementary and Secondary Education visit the school. The team is responsible for reviewing the completed questionnaires, supportive evidence, staff certification, and all information concerning the activities of the total vocational programs. At the conclusion of the visit, an oral report is given to the local administrators. The report summarizes the recommendations made by the visiting team.

Phase Four - A written report of the findings of the visiting team is submitted to the Assistant Commissioner of Vocational Education. Following the Assistant Commissioner's review, the report is transmitted to the superintendent of the school district.

Phase Five - The local administrator(s) review the visiting team's written report. The chief administrator is required to provide written comments regarding the report. These comments must include a statement of concurrence or nonconcurrence with each recommendation made by the visiting team.

Phase Six - A one-year follow-up of the evaluation is reviewed. If a problem concerning the evaluation has not been resolved, the team member who expressed the concern will contact the local administrator to resolve the problem.

PROGRAM TERMINATION/REACTIVATION

Following a review of program objectives and results, local agencies or the Department of Elementary and Secondary Education (DESE) may decide that a program should be terminated. Should this decision be made, the effective termination date will usually occur at the close of the regular school year. Exceptions to this could occur if a program is not in compliance with state or federal law, and no immediate remedy is provided by a local school district.

The local school district may terminate a vocational education program by submitting a letter of notification to the State Director of Business Education.

The DESE may initiate termination procedures for a vocational program when:

- The need for a program no longer exists.
- There are low enrollments.
- There are insufficient finances (local, state, federal) to support the instructional activities.
- Instructors are not certified by DESE.
- Similar program or service is available (no further than 20 miles) at an area vocational school.
- There is a change in district structure, consolidation or reorganization.
- There is an inadequate number of program exiters or an inadequate number of exiters who fail to enter occupations for which training has been given.
- Local policies or practices are not in compliance with existing laws and regulations.

The DESE procedures for terminating a vocational education program are:

1. Written notification of possible termination is made by the Division of Vocational and Adult Education to the local school district.
2. An effort is made to resolve the problem(s).
3. If the problem(s) can be resolved, the program will remain active and a letter confirming this fact will be sent to local district officials.
4. If the problem(s) cannot be resolved, a financial agreement will be reached and a date of termination will be established.

5. The final act of termination will be a written notification from the Division of Vocational and Adult Education indicating that all terminating processes are completed and the vocational program is classified as dropped.

Equipment, instructional aids, and materials which were used in a terminated vocational program must be accounted for if the state or federal government has a continuing interest in them.

Reactivation

The superintendent should contact the Director of Business Education on or before March 1 to request active status. If monies are available, the program may be reactivated. Information on the guide for submitting applications for expanding and new regular vocational programs may be requested depending on the length of time the program was inactive.

REFERENCES

Standards for Excellence in Business Education. Washington, DC: Superintendent of Documents, U.S. Government Printing Office. 1985.

Spewock, Michael A. A Model Entrepreneurship Training Program for Vocational Educators. (Final Report) Indiana Univ. of Pennsylvania, 1987.

Chase, Shirley A. "Resource Material for the Business Education Curriculum." Journal of Education for Business. February 1988.

A Guide to Curriculum Planning in Business Education. Madison: Wisconsin Department of Public Instruction. 1987.

Vocational Instructional Management System for Missouri - Excellence Through Instructional Management. Jefferson City: Missouri Department of Elementary and Secondary Education, 1984.

Handbook for Vocational Education in Missouri. Jefferson City: Missouri Department of Elementary and Secondary Education, 1981.

Supervised Business Education Handbook. Jefferson City: Missouri Department of Elementary and Secondary Education, 1990.

POSTSECONDARY EDUCATION

OVERVIEW

The postsecondary institutions in Missouri provide business educational experiences in both core and specific competency areas. Individuals may prepare for initial employment, promotion, or a new career. Upon completion of requirements, an individual would be granted the appropriate certificate or degree. Programs offered include:

Postsecondary Certificates - 1 or 2 years
Associate Degree - 2 years
Baccalaureate Degree - 4 years

The one- and two-year programs are designed to provide occupational preparation in the areas of:

- Accounting
- Business Management
- Banking and Finance
- Computer Information Systems
- Court Reporting
- Legal Secretary
- Medical Secretary
- Administrative Secretary

Accounting

An instructional program that describes the principles, procedures, and theories of organizing, maintaining, and auditing business and financial transactions.

Business Management

An instructional program that generally describes the planning, organizing, and controlling of a business, including organizational and human aspects, with emphasis on various theories of management, the knowledge and understanding necessary for managing people and functions, and decision making.

Banking and Finance

An instructional program that generally prepares individuals to perform financial or banking services. Includes instruction in credit collection, transit routing of notes and drafts, receiving and paying out money, and functions associated with processing loans and insurance claims.

Computer Information Systems

An instructional program that generally describes the coding, processing, and storage of data through repetitious and highly complex mathematical operations at high speed, and in accordance with strictly defined systems and procedures.

Court Reporting

An instructional program that prepares individuals to record examination, testimony, judicial opinions, judge's charge to jury, judgement or sentence of court, or other proceedings in a court of law by machine shorthand. Includes instructions in the specialized terminology and procedures used in the legal, medical, and insurance fields; skills for recording two-, three- and four-way conversations.

Legal Secretarial

An instructional program that prepares individuals with specialized terminology and secretarial procedures used in the legal field.

Medical Secretary

An instructional program that prepares individuals for employment in a medial office including specialized terminology and procedures.

Administrative Secretary

An instructional program that prepares individuals to assist management by expediting and facilitating the maintenance of executive and corporation records, planning conferences, preparing record notices.

Colleges and universities offer baccalaureate degrees in advanced and specialized programs in business. Students majoring in business may earn either a Bachelor of Science degree or a Bachelor of Science in Education degree. Areas of specification include:

- Accounting
- Management
- Office Information Systems
- Business Education
- Computer and Information Science
- Finance
- Marketing
- Economics

A brief description of the programs follow:

Accounting

Accounting programs prepare individuals to systematize information about transactions and activities into accounts and quantitative records, verify accuracy of data by applying auditing principles, prepare budgets and financial reports, and pay and receive money.

Management

A group of instructional programs that describe the planning, organizing, and controlling of a business, including organizational and human aspects, with emphasis on various theories of management, the knowledge and understanding necessary for managing people and functions, and decision making.

Office Information Systems

A summary of groups of instructional programs that prepare individuals for a variety of activities in planning, organizing, directing, and controlling all business office systems and procedures. Includes instruction in preparing, transcribing, systematizing, and preserving written communications and records; preparing and analyzing financial records; collecting accounts and receiving and disbursing money; gathering, processing and distributing information and mail; operating office machines and electronic data processing equipment; storing, distributing, and accounting for inventories of materials; operating telephone switchboards and delivering messages; and performing other business office duties.

Business Education

A program designed to prepare individuals to meet the state department requirements for teacher certification. Course work includes foundations, technical knowledge, and methodology. Teacher examination and student teaching requirements must be met. Individuals may be prepared to teach at secondary and/or postsecondary levels.

Computer and Information Science

An instructional program that describes the principles and techniques involved in the design of large-scale computer programs. Includes instruction in modeling, flow charting, data organization, and the impact of the programs on organizational objectives. It prepares individuals to develop application packages for particular uses, e.g. accounts receivable, accounts payable, inventory control, time management. Includes instruction in the concept and capabilities of microcomputers, programming, and design and implementation of disk-operating systems.

Finance

Financial programs include a group of instructional programs that prepares individuals to perform financial or banking services. Includes instruction in credit collection, transit routing of notes and drafts, receiving and paying out money, and functions associated with processing loans and insurance claims.

The program also includes the financial management of industrial and commercial enterprises; of commercial, savings, and mortgages banking; and of investment analysis and portfolio selection.

Marketing

Marketing programs prepare individuals to engage in marketing or merchandising of goods and services in a free enterprise system.

Economics

An instructional program that describes the principles and methods for organizing a business firm and for combining resources to produce goods and services, taking account of costs, profits, and the nature and extent of competition in markets.

STATE FUNDING REQUIREMENTS AND PROCEDURES

The Missouri State Plan for Vocational Education makes provisions for programs, services, and activities to serve postsecondary students enrolled in vocational business classes. Colleges or universities seeking financial support for vocational business classes must prepare and submit to the Department an application on or before March 1 prior to the fiscal year in which the classes will start. (See Appendix A.)

Monies are available on a 50 percent matching basis to help purchase equipment and software, for the approved vocational business class(es). In addition, monies are available for partial teacher salary reimbursement.

Enrollment

A minimum of ten enrollees is required to be eligible for reimbursement.

Acquisition of Equipment

Once a vocationally reimbursed class has been approved, an FV-4 Application for Authorization to Purchase Equipment should be sent to the Business Education Section by July 1. (See Appendix B.) The form will be processed and sent back to the vocational administrator with approval of purchase. The school district has until June 30 to purchase the approved items and to send in the FV-2 reimbursement form. (See Appendix C.) All copies of invoices and equipment serial numbers must accompany the FV-2 form.

CERTIFICATION

Individuals employed to teach vocationally reimbursed business classes must meet the following requirements to receive a five-year certificate:

1. B.S. degree with an appropriate major
2. 4,000 hours of nonteaching work experience or a master's degree and 2,000 hours
3. Eight semester hours in the following professional vocational education areas:
   - Curriculum development in business education
   - Organization and administration of business education
   - Coordination procedures
   - Vocational guidance
   - Vocational philosophy
   - Occupational analysis

No more than three semester hours can be counted in each of the above areas. A supervised business experience coordinator must have completed a course in coordination procedures.

To receive a two-year temporary vocational business certificate, an instructor must have completed a B.S. degree and have some non-teaching work experience. This certificate can be re-issued two times for a maximum of six years.

To maintain the five-year renewable certificate, the instructor must attend three MVA/MBEA summer conferences during the five-year period.

Part-time postsecondary business instructors must have skills in the job area taught, have knowledge of the various effective methods of presentation, and have on-the-job experience. Certificates are not issued to part-time instructors. An application for approval of short-term postsecondary instructor form is submitted with the FV-1 Budget for Salaries for Vocational Programs. (See forms following this unit.)

A copy of the application for a vocational certificate may be found in the appendix or you may write for an application to the Department of Elementary and Secondary Education, Director of Business Education, P.O. Box 480, Jefferson City, MO 65102.

PROGRAM EVALUATION

The process of measuring the relative effectiveness of the programs, services, and activities of the statewide delivery system of vocational education is an important concern of the Department. The process is concerned with whether the programs, services, and activities produce the desired results by comparing results with stated objectives.

It is recognized that evaluation is a necessary activity in obtaining quality in vocational education programs. Educational institutions and agencies providing vocational programs which are reimbursed by the Department conduct self-evaluations on their own accord. To supplement these self-evaluations the Department has designed an evaluation plan which includes the following: (1) an annual evaluation of the statewide program; (2) an evaluation of vocational programs community colleges, (3) an evaluation of state universities' teacher education programs which receive vocational reimbursement. Each institution/agency is scheduled for an on-site evaluation once during a five-year period.

Institutions offering vocational programs conduct ongoing self-evaluation of their programs. The state staff assists in this evaluation process by reviewing annual records and reports submitted to the DESE.

In addition, members of the Department conduct an evaluation of each local vocational program during the five-year cycle.

Community colleges are reviewed by a team of evaluators every five years. The visiting team is composed of persons knowledgeable in vocational education. Team members are appointed at the state level and represent secondary schools, area vocational schools, community colleges, universities, advisory councils, and the Departments of Higher Education and Elementary and Secondary Education.

The approach taken by the team is to use the goals for Vocational and Adult Education established by the Department. Each institution receiving funds through the Division of Vocational and Adult Education has a responsibility to become a part of the delivery system to achieve state goals. The evaluation consists of six phases.

Phase One - incorporates statistical data taken from reports submitted regarding enrollments, dropouts, and placement. Such information is summarized and submitted to the visiting committee to be used in Phase Three.

Phase Two - involves the completion of the Evaluation Survey Instrument and appropriate evaluative questionnaire by the local district.

Phase Three - is the visitation by the appointed committee. The team is responsible for reviewing the completed survey instrument and supportive evidence, evaluative questionnaires, staff certification, et cetera, and are required to observe, discuss and interpret the information and activities concerning the total vocational program. The team prepares a report which is submitted to the chairperson of the evaluation committee. At the conclusion of the visit an oral exit report is given by the team to the local administrator(s). The report summarizes the recommendations made by the visiting team.

Phase Four - is a review of the visiting team's findings by the appropriate Department staff members. Following this review the report is transmitted by the State Director of Vocational Education to the chief administrator of the local agency.

Phase Five - is a review of the visitation team's written report by the local administrator(s) responsible for the administration of vocational programs. The chief administrator is required to provide the State Director of Vocational Education with written comments regarding the visitation team's report. These comments must include a statement of concurrence or non-concurrence with each recommendation made by the visiting team.

Phase Six - is a one-year follow-up to the evaluation. The Department personnel may conduct an additional on-site review if necessary. The institution is requested to submit a written report for the purpose of reviewing progress in implementing recommendations with which the college/university concurred.

REFERENCES

U.S. Department of Education Office of Educational Research and Improvement. A Classification of Instructional Programs (CIP). Washington, DC: U.S. Government Printing Office 1987.

Handbook for Vocational Education in Missouri. Jefferson City: Missouri Department of Elementary and Secondary Education, 1981.

DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
DIVISION OF VOCATIONAL AND ADULT EDUCATION
P.O. BOX 480, JEFFERSON CITY, MISSOURI 65102

APPLICATION FOR APPROVAL OF SHORT TERM ADULT/POSTSECONDARY INSTRUCTOR

NAME Last	First	MI	SOCIAL SECURITY NUMBER
ADDRESS			TELEPHONE NUMBER HOME WORK

1. **SUBJECT AREA** — Describe the subject area(s) to be taught.

2. **EMPLOYMENT** — List below all employment experience that has contributed directly to your competency in the occupation for which you propose to qualify (include self-employment, if applicable.) If employment was part-time, indicate number of hours per week.

EMPLOYER	LOCATION	TYPE OF WORK	FULL OR PART-TIME HRS. WEEK	FROM		TO	
				MO	YR	MO	YR

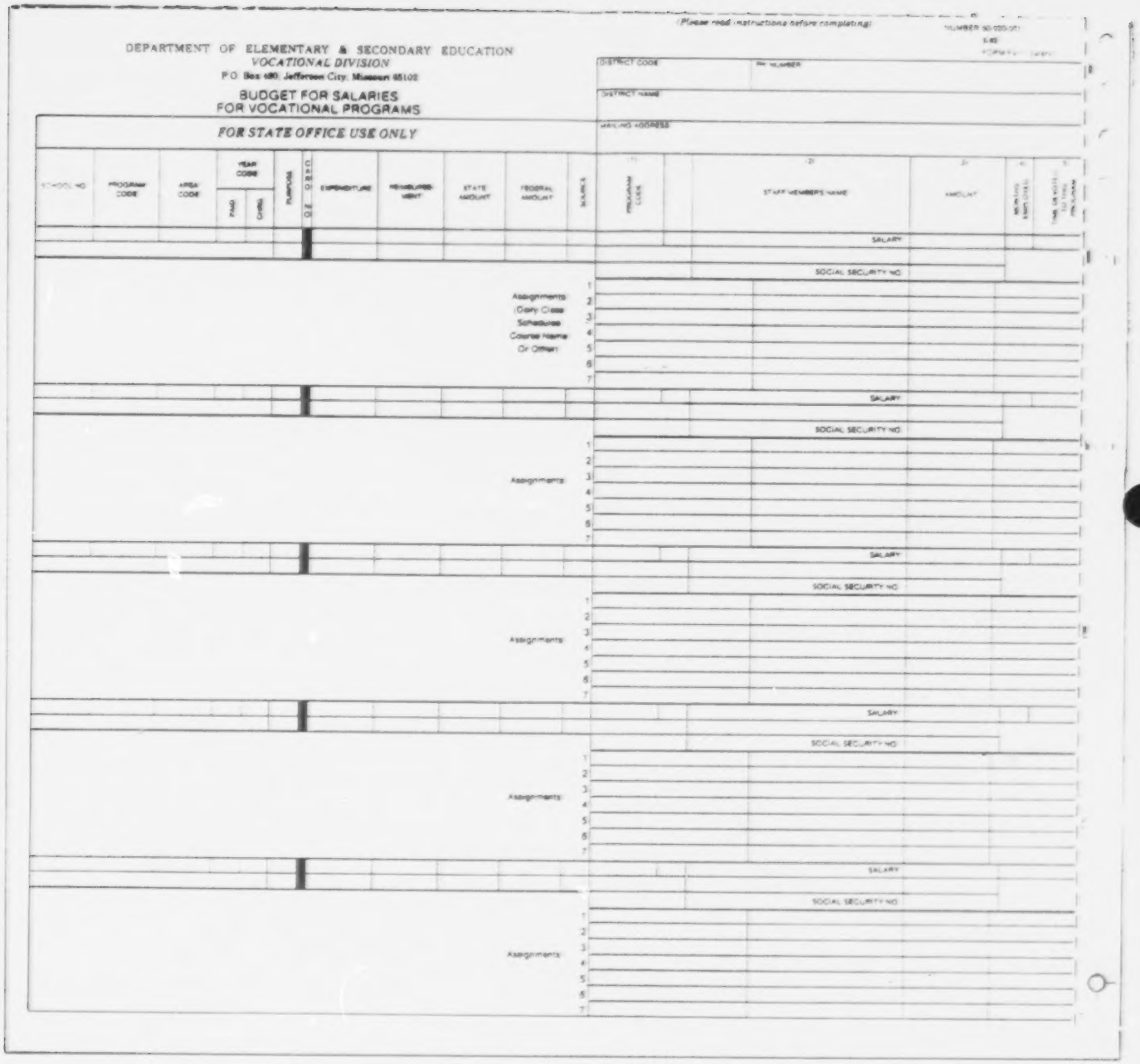
3. **EDUCATION/TRAINING** — Describe the relevant education or training you have received.

SCHOOL, COLLEGE, OR TRAINING SPONSOR	YEARS, CREDIT HRS., OR CLOCK HRS. OF TRAINING	DATES OF ATTENDANCE	MAJOR OR AREA OF TRAINING	DEGREES OR CERTIFICATES	DATE OF DEGREE OR CERTIFICATE

4. **SCHOOL OFFICIAL AUTHORIZATION** — I am hereby requesting approval for this individual to teach a short term adult/postsecondary vocational course.

SCHOOL NAME (Print or type)		DATE (Print or type)
SCHOOL OFFICIAL NAME (Print or type)	TITLE (Print or type)	SIGNATURE

MO 500-0717 (4-88)



(Please read instructions before completing)

DEPARTMENT OF ELEMENTARY & SECONDARY EDUCATION
VOCATIONAL DIVISION
P.O. Box 480, Jefferson City, Missouri 65102

BUDGET FOR SALARIES FOR VOCATIONAL PROGRAMS

FOR STATE OFFICE USE ONLY

DISTRICT CODE
DISTRICT NAME
MAILING ADDRESS

SCHOOL NO.	PROGRAM CODE	AREA CODE	YEAR CODE: PAID	YEAR CODE: CARD	PURPOSE CODE	EXPENDITURE	REIMBURSEMENT	STATE AMOUNT	FEDERAL AMOUNT	SALARY

(1) PROGRAM CODE | (2) STAFF MEMBER'S NAME | (3) AMOUNT | (4) SERVING HANDICAPPED | (5) TIME DEVOTED TO THIS PROGRAM

SALARY
SOCIAL SECURITY NO.
Assignments (Daily Class Schedules Course Name Or Other):
1
2
3
4
5
6
7

SALARY
SOCIAL SECURITY NO.
Assignments:
1
2
3
4
5
6
7

SALARY
SOCIAL SECURITY NO.
Assignments:
1
2
3
4
5
6
7

SALARY
SOCIAL SECURITY NO.
Assignments:
1
2
3
4
5
6
7

SALARY
SOCIAL SECURITY NO.
Assignments:
1
2
3
4
5
6
7

ADULT EDUCATION

OVERVIEW

Job-related education accounts for 80 percent of the courses offered in adult education programs. Adult learners are enrolling in programs ranging from intensive technological training to workplace literacy. A shift has occurred on the supply side as the demand for occupation training has increased. Economic and demographic trends explain the growing emphasis on training: rapid technological change, relentless global competition, fewer young and more older workers, and a rising percentage of workers who are less well-prepared than they need to be—women, minorities, and immigrants. All these factors add up to a growing gap between workforce skills and workplace needs.

PROGRAMS

Two types of adult education training programs are available: (1) short-term or supplemental and (2) long-term or preparatory.

1. Supplemental training is provided for those adults who need to upgrade skills and/or prepare for job advancement. Examples of short-term courses offered are specific computer software package review (15 hours), introduction to computers (30 hours), and accounting (45 hours).

2. Preparatory classes are offered to adults who require that a skill or knowledge be developed over a period of time. The long-term class may require as many as 600 hours of instruction. An example of a long-term class is office technology which is offered in area vocational schools during the day in conjunction with the secondary program.

FUNDING REQUIREMENTS

A portion of an adult teacher's salary may be reimbursed through vocational business education funds; however, equipment requests are not. Before approving an adult offering for funding, a one-time course outline must be submitted to the Business Education section of the Department of Elementary and Secondary Education.

A minimum of ten (10) students *must* be enrolled in the class before reimbursement will be granted. As soon as the course outline has been approved, and at least ten (10) people are enrolled in the class, an FV-1 should be submitted for teacher reimbursement.

CERTIFICATION

Part-time adult business instructors must have skills in the job area taught, have knowledge of the various effective methods of presentation, and have completed some on-the-job experience. Certificates are not issued to part-time adult instructors. An application for approval of short-term adult instructor form is submitted with the FV-1—Budget for Salaries for Vocational Programs. (See forms following this unit.)

Long-term or full-time adult business education instructors must meet the following criteria for certification:

1. B.S. degree with an appropriate major in business from an approved college or university

2. 4,000 hours of non-teaching work experience or a master's degree and 2,000 hours.

3. Eight semester hours in the following professional vocational education areas:

   - curriculum development in business education
   - organization and administration of business education
   - coordination procedures
   - vocational guidance
   - vocational philosophy
   - occupational analysis

No more than three semester hours can be counted in each of the above areas.

To receive a two-year temporary vocational business certificate, an instructor must have completed a B.S. degree and have some non-teaching work experience. This certificate can be re-issued two times for a maximum of six years.

To maintain the five-year renewable certificate, the instructor must attend three MVA/MBEA summer conferences during the five-year period.

EVALUATION OF PROGRAMS

An ongoing and systematic program evaluation plan should be developed and used. The evaluation process should involve self-evaluation, external evaluation, and utilization of evaluation findings. A state evaluation team will review the adult education program along with other local school district vocational programs.

REFERENCE

Ironside, Ellen M., et al. "Corporations and Colleges: Developing New Potential and New Purpose." Paper presented at the Annual Conference of the American Association for Adult and Continuing Education (Washington, DC, October 19-24, 1987).

DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
DIVISION OF VOCATIONAL AND ADULT EDUCATION
P.O. BOX 480, JEFFERSON CITY, MISSOURI 65102

APPLICATION FOR APPROVAL OF SHORT TERM ADULT/POSTSECONDARY INSTRUCTOR

NAME Last	First	MI	SOCIAL SECURITY NUMBER
ADDRESS			TELEPHONE NUMBER HOME WORK

1. **SUBJECT AREA** — Describe the subject area(s) to be taught.

2. **EMPLOYMENT** — List below all employment experience that has contributed directly to your competency in the occupation for which you propose to qualify (Include self-employment, if applicable.). If employment was part-time, indicate number of hours per week.

EMPLOYER	LOCATION	TYPE OF WORK	FULL OR PART-TIME HRS. WEEK	FROM		TO	
				MO	YR	MO	YR

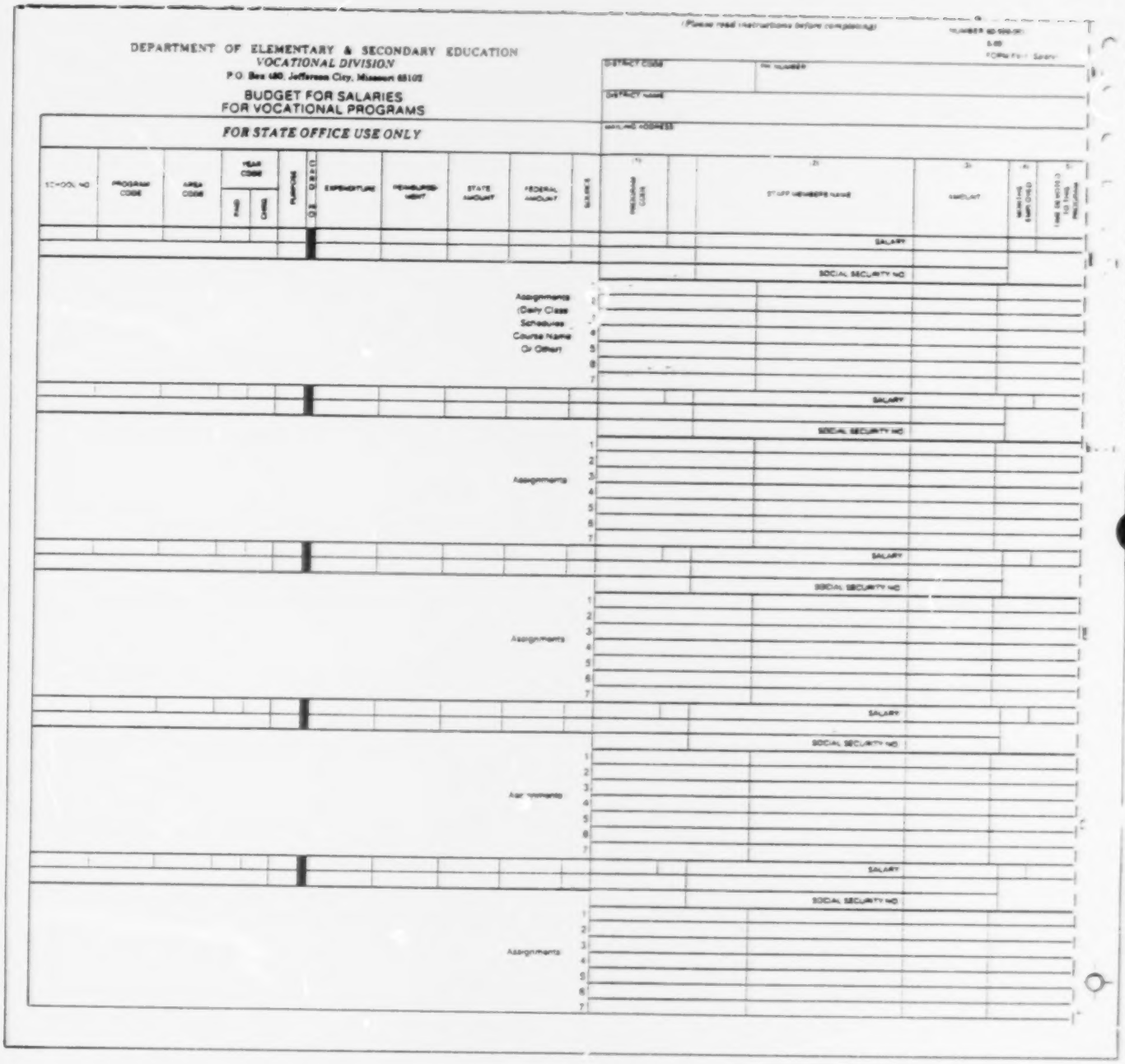
3. **EDUCATION/TRAINING** — Describe the relevant education or training you have received.

SCHOOL, COLLEGE, OR TRAINING SPONSOR	YEARS, CREDIT HRS., OR CLOCK HRS. OF TRAINING	DATES OF ATTENDANCE	MAJOR OR AREA OF TRAINING	DEGREES OR CERTIFICATES	DATE OF DEGREE OR CERTIFICATE

4. **SCHOOL OFFICIAL AUTHORIZATION** — I am hereby requesting approval for this individual to teach a short term adult/postsecondary vocational course.

SCHOOL NAME (Print or type)		DATE (Print or type)
SCHOOL OFFICIAL NAME (Print or type)	TITLE (Print or type)	SIGNATURE

MO 500-0717 (4-88)



DEPARTMENT OF ELEMENTARY & SECONDARY EDUCATION
VOCATIONAL DIVISION
P.O. Box 480, Jefferson City, Missouri 65102

BUDGET FOR SALARIES
FOR VOCATIONAL PROGRAMS

FOR STATE OFFICE USE ONLY

(Please read instructions before completing)

DISTRICT CODE | FAC NUMBER
DISTRICT NAME
MAILING ADDRESS

SCHOOL NO	PROGRAM CODE	AREA CODE	YEAR CODE: FND	YEAR CODE: CRED	PURPOSE	CODE	EXPENDITURE	REIMBURSED MENT	STATE AMOUNT	FEDERAL AMOUNT	SOURCE

(1) PROGRAM CODE | (2) STAFF MEMBER'S NAME | (3) AMOUNT | (4) MONTHS EMPLOYED | (5) TIME DEVOTED TO THIS PROGRAM

SALARY
SOCIAL SECURITY NO.

Assignments (Daily Class Schedules, Course Name Or Other)
1
2
3
4
5
6
7

SALARY
SOCIAL SECURITY NO.

Assignments
1
2
3
4
5
6
7

SALARY
SOCIAL SECURITY NO.

Assignments
1
2
3
4
5
6
7

SALARY
SOCIAL SECURITY NO.

Assignments
1
2
3
4
5
6
7

SALARY
SOCIAL SECURITY NO.

Assignments
1
2
3
4
5
6
7

STUDENT ORGANIZATIONS

OVERVIEW

Business student organizations are valuable links between the classroom and the business world. Students who are members of business organizations have opportunities to learn about specific career interests as well as citizenship, social, and leadership skills. Through business organizations, students can develop commitments to community, state, and country.

Business instructors should be familiar with Future Business Leaders of America-Phi Beta Lambda, Inc. (FBLA-PBL), which is an association of high school and postsecondary students studying business or business education careers. Members belong to local, state, and national FBLA-PBL chapters. Membership is unified on these levels and is not available separately. The following goals have been adopted at the national level.

- Develop competent, aggressive business leadership
- Strengthen the confidence of students in themselves and their work
- Create more interest in and understanding of American business enterprise
- Encourage members in the development of individual projects which contribute to the improvement of home, business and community
- Develop character, prepare for useful citizenship and foster patriotism
- Encourage and practice efficient money management
- Encourage scholarship and promote school loyalty
- Assist students in the establishment of occupational goals
- Facilitate the transition from school to work

STRUCTURE

The national organization encompasses local and state chapters, at the secondary, postsecondary and professional levels. All divisions elect their own national officers at the annual National Leadership Conference. The association is governed by a Board of Directors composed of professional educators, local and state advisers, state and city supervisors, business and industry representatives and national student officers. The president and chief executive officer of the association, appointed by the Board of Directors, directs a national staff headquartered at Reston, Virginia. (See organizational chart at the end of this unit.)

The national organization is composed of five geographic regions to facilitate leadership activities such as regional conferences, national officer elections, and competitive events. The five regions are Western, Mountain Plains, North Central, Eastern and Southern.

The Missouri State Chapters are composed of active local chapters whose members have paid dues and support the goals of the organization. The FBLA chapter is organized into districts for the purpose of establishing representation in the state leadership conference competitive events and in determining membership on the state executive council.

The general administration of the Missouri State Chapter is vested in the Executive Council and the Board of Directors. The FBLA Executive Council is composed of the six state officers and a representative from each of the districts. The PBL Executive Council is composed of six state officers. The Professional Executive Council has three state officers.

The Board of Directors consists of the advisers of the six state officers, the state chairman of FBLA-PBL, and the FBLA-PBL state advisers. The Board of Directors is the governing body of the state chapter.

Membership

The FBLA-PBL membership year begins July 1 and ends June 30 of the following year. Three types of memberships are available including active, professional, and honorary life.

Active membership is open to students enrolled in business and/or business related fields, who accept the purposes of FBLA-PBL, subscribe to its creed, demonstrate willingness to contribute to good school-community relations and possess qualities for employment.

Professional membership is open to all persons associated with or participating in the professional development of FBLA-PBL. Honorary life membership is given to people who advance business and office education or render outstanding service to their local, state or national chapter.

BENEFITS TO STUDENTS AND ADVISERS

Benefits of FBLA-PBL to Students

- Learn skills critical to success in business
- Develop self-confidence and a positive attitude
- Learn first-hand from business leaders
- Develop problem-solving and decision-making competencies
- Gain recognition for accomplishments in business competitions
- Increase employability skills
- Prepare for community living as a responsible citizen

Benefits of FBLA-PBL to Advisers

- Enrich classroom teaching and motivate students to learn
- Publicize the business education program to parents, administrators and community
- Attract new students into the business education program
- Establish rapport with students
- Develop leaders who can be of assistance in the classroom
- Create linkages with business/industry leaders
- Expand professional experience

STARTING A CHAPTER

The early stages of development are critical for the success of any FBLA or PBL chapter, setting the tone for future activities and the active participation of business in the community.

1. Request the new chapter membership package from the state office. It includes:

   - Recruitment booklet, exploring what FBLA-PBL is, membership services, publications, conferences, organizational and financial structure and types of membership.
   - Application for new chapter/reactivation which also includes sample bylaws to be adapted by local chapters.
   - Information on conducting the chapter's first four meetings and selecting compe tent officers.
   - Recruitment card and poster

2. Submit proposal to administration for approval of chapter.

3. Have a membership drive.

4. Hold a chapter orientation meeting.

5. Establish guidelines for officer elections.

6. Vote on bylaws.

7. Elect officers.

8. Complete application for chapter charter and submit to state chairman.

9. Develop first year's program of work.

ADVISER SUPPORT

In order to make student organization activities an integral part of the business curriculum, business teachers should be able to:

1. Develop a statement of philosophy and goals for student organizations as an integral part of the business education program.

2. Enlist the support of business teachers and administrators in carrying out the activities of the student organization.

3. Promote the business education program by effectively utilizing student organizations for recruitment, visibility, and positive image building.

4. Provide a learning environment supportive of self-management and responsibility for the development of leadership skills.

5. Train students to plan, schedule, and conduct meetings using proper parliamentary procedures.

6. Define the roles of the various participants in student organization activities and evaluate their performance in terms of the role definitions.

7. Utilize state and national guidelines, policies, constitutional provisions, and ceremonial procedures in conducting activities of the local chapter.

8. Facilitate student participation in district, state, regional, and national activities as a means of developing appropriate leadership and social skills.

9. Provide students with opportunities to learn and practice interpersonal communication skills to be effective members of society.

10. Act as a mentor for those who wish to acquire additional expertise in managing student organizations.

11. Develop a system for student organization files and materials and train students to use the system effectively.

12. Establish criteria for selecting students for various offices within the student organizations.

13. Prepare eligible students for holding offices in the organization so that they can experience the privileges and obligations that are implicit in the role.

14. Assist students in planning and scheduling a program of work to achieve the goals of the organization.

15. Involve all business students in carrying out the program of work so they can develop a sense of belonging and commitment.

16. Provide career guidance for students who wish to pursue careers in business or related occupations.

17. Encourage and assist students to participate in competitive event activities as a means of enhancing occupational skill development.

NOTE: A portion of the material presented above has been reprinted/excerpted from the Business Teacher Education Curriculum Guide published by the National Business Education Association, Reston, VA. (Used with permission.)

AWARDS PROGRAM

The Awards Program provides chapter advisers with motivational tools for student and chapter achievement. The program reflects an important aspect of the American educational system - competition and recognition of excellence. Culminating at the National Leadership Conference each year, the program demonstrates the broad range of activities and focus of FBLA-PBL; many events are based on projects developed from the goals of FBLA-PBL.

Events fall into three categories: chapter, team and individual. Chapter awards recognize overall achievement and performance in chapter management and growth; individual and team events focus on specific skills useful in leadership and career development. All events foster a spirit of competition and teamwork.

The Awards Program includes written reports, interviews and written tests to measure and judge performance on the local level, then district, regional and state levels before culminating at the National Leadership Conference.

Some of the competitive events that are available are accounting, business law, computer applications for business, impromptu speaking, keyboarding applications, job interview, and parliamentary procedure. (Adapted from National FBLA Handbook. Used with permission.)

FBLA-PBL AUDIO VISUAL RESOURCES

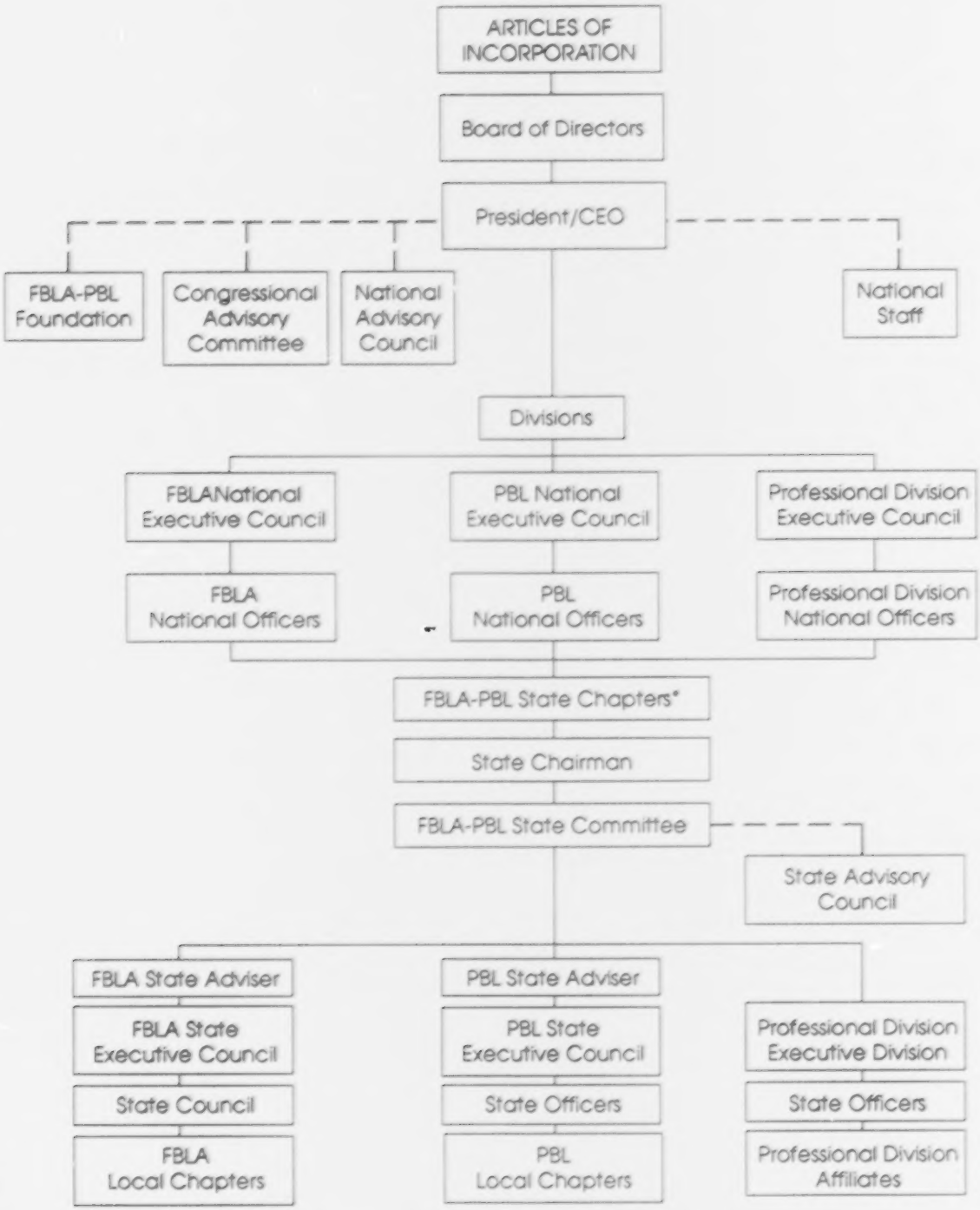
FBLA-PBL audio visual resources are available on a loan basis free of charge from the Missouri Vocational Resource Center (MVRC), 8 London Hall, University of Missouri, Columbia, Missouri, 65211. The toll free phone no. is 800-392-7217.

REFERENCES

National Business Education Association. Business Teacher Education Curriculum Guide. Reston, VA: NBEA, 1987.

Future Business Leaders of America-Phi Beta Lambda, Inc. National FBLA Handbook. Reston, VA: FBLA-PBL, 1985.

FBLA-PBL ORGANIZATIONAL CHART



* **States have the option of having separate FBLA and PBL state chapters**

Used with permission: FBLA, Reston, VA.

ARTICULATION

OVERVIEW

The National Advisory Council on Vocational Education defines articulation as the planned process within the education system which facilitates the transition of students between secondary and post-secondary levels of instruction and allows the students to move with continuity and without hindrance through levels of the education process.

The advantages of articulation include the following:

- Increases visibility of programs
- Improves quality of programs
- Enhances recruiting and public relations
- Prevents instruction duplication
- Saves time by shortening learning period or reducing training time
- Promotes efficient use of resources
- Reduces cost to students
- Improves communications with all groups involved
- Helps students better understand career requirements and advantages of continuing education

ELEMENTS OF ARTICULATION

Strong leadership and commitment at the top administrative levels are required of all personnel involved in the articulation arrangement. Respect for, and trust among key persons in each organization is essential in the process. Communications should be open, frequent, and clear as all participants work to reach stated goals that have been defined by a competency-based curricula.

Specific elements of articulation include:

- Leadership and commitment from the top
- Early faculty involvement
- Relationships based on mutual respect and trust
- Mutual benefits to all partners
- Written articulation agreements
- Open, clear, and frequent communications
- Modest initial goals
- Clearly defined responsibilities
- Competency-based curricula
- Common focus on mutual goals rather than individual motives

TYPES AND COMPONENTS OF AN ARTICULATION AGREEMENT

Articulation agreements are necessary for both *institutions* and business *programs*. Vocational-technical curriculum coordination should occur between secondary and postsecondary institutions. Most program coordination activities are designed to grant advanced standing in postsecondary programs for students who have mastered certain lessons or competencies in high school.

Components of an articulation agreement include:

Statement of purpose	
Who are the parties to the agreement?	(Institutional)
What are the purposes of the agreement?	(Institutional)
Occupational program alignment	
What programs/disciplines will be addressed?	(Institutional)
What is the approved occupational task list?	(Program)
What competencies will be taught?	(Program)
Student transition	
How will competency mastery be evaluated?	(Program)
How will competency mastery be documented, tracked and communicated?	(Program)
Facilities, equipment, staff	
What is the criteria for joint use of facilities, equipment, staff?	(Institutional)
What specific facilities, equipment and staff will be shared?	(Program)
Planning, evaluation and program improvement	
What is the process for planning future program?	(Institutional)
How will the program be evaluated?	(Institutional and Program)
How will improvements be identified for program?	(Program)
Program costs	
General	(Institutional)
Special	(Program)
Signatures	
Presidents, Superintendents	(Institutional)
Directors, Deans	(Programs)

Sample articulation agreements may be obtained by writing to the Department of Elementary and Secondary Education, Director of Business Education, P.O. Box 480, Jefferson City, MO 65102.

REFERENCES

Robertson-Smith, Mary. "Accreditation and Articulation of Business Programs." New Directions for Community Colleges September 1988.

Warmbrod, Catharine P. "A Good Match: Business Programs and Articulation." Journal of Education for Business December 1987.

"Articulation Model." A handout produced by Missouri Department of Elementary and Secondary Education, 1988.

PROFESSIONAL DEVELOPMENT

OVERVIEW

Each business teacher is responsible for his/her individual professional development. Professional growth may be achieved by business educators through organizations, publications, meetings, conferences, continuing education, and work experience in business.

The NBEA Business Teacher Education Curriculum Guide (1987) states:
"Professional development is the continual process of acquiring knowledge, skills, and insights that result in the improvement of professional practice. For business teachers, the three dimensions of professional growth are education, which means search for accurate knowledge about their disciplines, continued refinement of their teaching skills and practices, and service to professional organizations.

Professional development begins with self-analysis and setting of short- and long-term goals based on needs and priorities in the context of institutional obligations. Business teachers have an obligation to keep informed of new developments and trends affecting business and education. They must become familiar with and contribute to professional organizations whose work has implications for business education."

More specifically, professional growth requires that business teachers:

1. Update knowledge of subject matter in their areas of specialization through reading, taking advanced courses, and participating in inservice education to make sure that the most accurate knowledge is reflected in the courses they teach.

2. Hold membership in appropriate business education professional organizations at local, state, regional, national, and international levels.

3. Attend and participate in meetings of professional organizations serving business education generally and specifically.

4. Subscribe to and read major publications of professional organizations in business education and related fields to keep informed of current trends on issues and concerns important for business educators.

5. Conduct, identify, and apply research to improve business education programs.

6. Develop and debate individual points of view based on valid knowledge and convictions dealing with important issues affecting business education.

7. Share knowledge, experience, and insights with peers through presentations at professional conferences and writing for professional publications.

8. Contribute to and participate in faculty development activities at school and district levels.

9. Act as a mentor for new teachers to help them adjust to the department, school, community, and profession.

10. Establish and maintain positive working relationships with the business community.

11. Seek and utilize opportunities for internships and work experiences in relevant business organizations.

12. Review current certification/licensing/accreditation requirements and ensure meeting these for continued service.

13. Identify and track proposed legislation and policy affecting business education at local, state, and national levels.

14. Participate actively in the political process with a view toward shaping legislation and policy supportive of business education.

15. Demonstrate high ethical standards in professional behavior by responding promptly to all professional requests, adhering to deadlines in completing assignments, keeping lines of communication open and clear, and discharging every professional obligation conscientiously and with the utmost diligence.

NOTE: A portion of the material above has been reprinted/excerpted from the Business Teacher Education Guide published by the National Business Education Association, Reston, VA. (Used with permission.)

PROFESSIONAL ORGANIZATIONS

Membership in professional organizations is an essential part of a business teacher's professional development. The benefits that active membership provide are numerous. Establishing a network, learning new techniques, obtaining updated information, and socializing with colleagues are a few of the benefits that are valued by progressive business teachers. Membership in the following professional organizations is encouraged for Missouri business teachers.

Missouri Vocational Association (MVA)

MVA is the state association for those persons interested in practical arts, vocational and technical education. The Association promotes the improvement and expansion of programs in all vocational areas. There are several divisions in which an educator may belong. An annual conference is held in the summer that attracts vocational educators throughout the state. The Association publishes a newsletter, "The MVA Reporter," which keeps members informed of vocational education news in the state. Address: 101 Madison Street, Jefferson City, MO 65101.

Missouri Business Education Association (MBEA)

MBEA stimulates growth and professional development in business education throughout the state. The organization is dedicated to the advancement of business education through annual conferences, newsletters, legislative contacts, awards recognition, and affiliation with related national business education organizations and state and national vocational organizations. Newsletter: "Missouri Business Exchange." Address: P.O. Box 480, Jefferson City, MO 65102.

American Vocational Association (AVA)

AVA is an organization for educators teaching in any vocational area. It effectively uses legislative channels to promote vocational education. An AVA convention is held annually, and the AVA publishes the "Vocational Education Journal." Address: 2020 North 14 Street, Arlington, VA 22201.

National Business Education Association (NBEA)

NBEA is a professional organization comprised of business teachers, administrators, supervisors, teacher educators, and college and university students planning to become business teachers. The association promotes all phases of business education including vocational and nonvocational programs. NBEA provides conventions, publications, legislative support, research activities, instructional aids, awards programs, affiliation with national and international business education organizations, and opportunities for service and leadership at the regional and national levels. Address: National Business Education Association, 1914 Association Drive, Reston, Virginia. Publications: "Business Education Forum" (magazine); "Yearbook" (annual publication)

SUMMER WORKSHOPS

Ten summer workshops are conducted annually at Missouri state universities and are sponsored by the Business Education Section of the Department of Elementary and Secondary Education. Current topics relevant to curriculum and program development are presented to business teachers during the two-week workshop. Two hours of graduate credit is granted to participants. All workshop credit hours count toward vocational certification. The tuition is waived for business educators who desire to attend the workshop.

REFERENCES

Calhoun, Calfrey C. "Promoting Business Education through Business Teacher Education Programs." Business Education Forum April-May 1983.

Hitt, Dorothy. Professional Growth: From First Job to Retirement. Available from Professional Secretaries International, 301 East Armour Blvd., Kansas City, MO 64111-1299.

Cartwright, Laura W. Directory of Vocational Education Professional Organizations. (Inservice Instructional Unit) Mississippi State University, 1981.

National Business Education Association. Business Teacher Education Curriculum Guide. Reston, VA: NBEA, 1987.

THE ADVISORY COMMITTEE

OVERVIEW

The role of advisory councils in vocational education over the years has involved advocacy, employment assistance, curriculum development, and evaluation as well as other functions. All of these functions comprise parts of the goal of program improvement. How to effect program improvement concerns many vocational instructors and administrators across the country.

One of the purposes of the Carl D. Perkins Vocational Education Act of 1984, P.L.98-524, is to promote greater cooperation between public agencies and the private sector in preparing individuals for employment, in promoting the quality of vocational education, and in making the vocational system more responsive to the labor market. A strong thread of private sector involvement is woven throughout the Act. One of the most effective means of accomplishing private sector involvement is through the utilization of active local advisory groups. In addition, state legislation under section 178.560 mandates establishment of an:

> "... advisory committee to be appointed in each district offering vocational subjects—no compensation. The school board of any school district maintaining a prevocational or vocational school, department or class receiving the benefit of state or federal moneys under the provisions of sections 178.420 to 178.580, as a condition of approval by the state board of education and the state commissioner of education, *shall appoint* persons of experience in agriculture, industry, home economics and commerce to give advice and assistance to the school board in the establishment and maintenance of the schools, departments and classes. The persons of experience shall serve without compensation."

The advisory committee is officially appointed by the governing board of the local education agency or institution. Members are volunteers who share an expert working knowledge of the job tasks and competency requirements for specific occupations. With members drawn primarily from the private sector of the community, with appropriate public sector representation, the principal purpose of this committee is to improve the quality and impact of instruction in programs that prepare workers for the target occupations. The committee provides advice in areas such as occupational performance competencies, instructional objectives, equipment selection , facility layout and modification, job requirements, credentials, program articulation, labor market needs as well as trends, career opportunities, instructor competencies and retraining strategies, and student recruitment and orientation.

However, it should be noted that council activity is limited to suggestions, recommendations, and assistance. Authority does not include administrative or faculty control of the programs; these responsibilities are reserved for the local education agency or institution.

ADVISORY COMMITTEES

The Handbook for Instructors Involving Vocational Advisory Groups in Program Improvement by Jo Behymer (1985) presents comprehensive information about advisory groups. The handbook may be purchased from the Instructional Materials Laboratory, 2316 Industrial Drive, University of Missouri-Columbia, Columbia, MO 65202. The following sections on structure of local advisory councils, description of vocational instructional program advisory councils, specific purposes of the council, selection of members, size of the council, term of service, conducting meetings, plan of work, and recognition for members are taken from Behymer's handbook.

PROCEDURES FOR ESTABLISHING THE ADVISORY COUNCIL

Generally, the establishment of an advisory council starts with the vocational instructor and school administrator discussing the role, function, and purposes of an advisory group. They will also discuss the organizational structure and the procedure for establishing such a group. The school administrator, in turn, advises the local governing board of the need for the formation of an advisory council and recommends the establishment of such a group. The local board adopts a resolution or authorization statement to this effect.

SPECIFIC PURPOSES OF THE COUNCIL

- Assist in placing students at work sites
- Determine necessary entry-level skills, attitude, and knowledge competencies as well as performance levels for target occupations
- Facilitate cooperation and communication between the training program and the economic community
- Assist in program evaluation by comparing training outcomes with training objectives for entry-level competencies
- Study number of workers needed by target occupation in the community
- Help recruit students into the program
- Assist the program in setting training priorities, including participating in ongoing planning activities of the program
- Facilitate instructor inservice education through arranging exchanges with industry personnel

SELECTION OF MEMBERS

In order for the Advisory Council to serve as a means of effective communication between vocational programs and the citizens to be served, the membership must be representative of the total school service area. Members may be selected to represent:

1. Geographical sections of the school service area
2. All types of business and industry, particularly those predominant in the area
3. Both labor and management
4. Parents of vocational education students
5. Former vocational students
6. Various age levels
7. Different educational levels
8. Both sexes, handicapped individuals, and racial and ethnic minorities found in the area served by the program

This representation will enable the advisory council to reflect the points of view of the various segments of the community being served by vocational education. In addition, a vocational instructor and representative of the administration should serve as nonvoting consulting members. Although the administrative representative need not be present at all meetings, the vocational instructor should be in attendance at all meetings to provide information and to participate in discussion.

Personal qualifications are another consideration in deciding who should serve. Some of the qualities which are desirable are:

1. **Interest** Choose motivated persons who express sincere interest in the program. Members must be willing to devote the energy and attention required to do a good job. Often this means being dedicated both to their occupation and to the training process.

2. **Availability** Seek members who will be available in terms of time and location. Members must attend meetings, work on projects and work in the employment community on behalf of the educational program.

3. **Character** Seek members who have earned the confidence of their associates in the employment community; a good reputation will enhance the program's standing within the business community. Members must have the courage to express their own ideas and must respect, tolerate and work with ideas expressed by others. Cooperative, responsible, civic-minded, unselfish individuals will focus on the vocational program rather than themselves.

4. **Skill/Experience** Seek members who are knowledgeable about the target occupations of the education programs. Usually this means selecting members who have work experience in the occupation. Additionally, seek members who demonstrate good communication skills, administrative skills, social vision, intelligence and leadership.

SIZE OF THE COUNCIL

The size of the council is a very important consideration. It will vary by size of the community, the scope of the vocational education offering, diversity of businesses and industries in the community, and the purpose of the council. Effective advisory councils must be large enough to reflect diversity of the employment community, yet small enough to be managed effectively. Twelve to fifteen has proved to be a desirable number of members although some effective councils are smaller. Councils with fewer than five members are less effective because they have limited perspective, inadequate information on a number of target jobs, and too few employers represented. Conversely, councils with more than 18 members become unmanageable since it becomes difficult for any single member to feel totally involved and make a significant contribution.

TERM OF SERVICE

Staggered terms of service for advisory council members ensure both council continuity and ability to accommodate change. At a given time, the majority of members will have served at least one year on the council, thus ensuring continuity. Change is accommodated as new members with new ideas are added to the council each year.

A rotational, three-year term of service most easily allows for continuity and change. One-third of the total membership will be appointed beginning each year after the first year of operation. To establish this rotation with a new council, the original members determine the length of their terms at one, two, or three years, with one-third of the council in each category. Then new members are appointed as terms expire.

Relatively few effective councils reappoint members to successive terms, but require at least a one-year absence before reappointment. Establishing the length of term as policy will clarify the time demands for members at the outset.

CONDUCTING MEETINGS

The following guidelines have been demonstrated to be useful for managing group activity and interaction at council meetings:

- State the purpose of the meeting and review the agenda at the outset. Some councils even set goals or objectives for each meeting as a way of focusing on purposes.
- Encourage all members to speak and respect the rights and opinions of each individual.
- Ask clarifying questions.
- Periodically summarize discussion and point out the connections and contradictions between points.
- Use parliamentary procedure for decisions; otherwise, encourage open and informal discussion. The majority rules, but the minority opinion must be heard.
- Consider and resolve one issue at a time.
- Explore and encourage all points of view in working toward consensus.
- Show strong interest in attendance, ideas, and the work plan.
- Distribute work assignments throughout the group.
- Make assignments and work tasks clear and specific; explain expectations, time lines and products. Discuss background of issues so that everyone shares a common understanding of the terms and importance of the problems.
- Structure the meeting so as to avoid wasted time. This conveys a sense of organization, purpose and productivity.
- Keep members informed of activities and progress.
- Recognize and reward members. Even a simple thank you is an effective reinforcement.
- Evaluate council work regularly.

The atmosphere for interaction is especially critical because discussion is the medium through which members present views and develop findings while moving toward consensus. The most productive atmosphere in a group meeting is a supportive atmosphere, and the least productive atmosphere is a defensive one. Creating a productive atmosphere is time well spent.

The tone for the year is set by the first meeting or two. The following ideas help establish a positive tone:

- Concentrate on establishing a friendly atmosphere, coupled with a seriousness of purpose and the background information necessary to begin the job.
- Emphasize that the members' knowledge and experience is unique and of great potential value to the program.
- Tour the facilities.
- Meet students enrolled in the vocational program.
- Provide the opportunity for members to begin to know each other in a social context, perhaps during a meal or social time.

- Discuss the expectations for council work and for member behavior.
- Discuss future meetings, program needs, and past work.
- Call meeting to order and adjourn at the appointed times.

As the official record of council activities, minutes keep interested individuals and groups informed about the council's concerns, decisions, and activities. They remind members of the group's progress; they document the productivity and contribution of the council to the vocational program.

Keeping the minutes takes time, skill and persistence. Minutes must be accurate and thorough; they must be maintained promptly and continuously; they must be stylistically uniform; and they must document the information and recommendations of the council.

PLAN OF WORK

In order to be effective, the work of the advisory council must be highly structured. One way to be sure the council is *not* effective is for the vocational instructors to go to meetings without any specific plans and hope that the members suggest things for the council to do. Instead, a list of activities should be developed for the council to consider. This list should be distributed early in the year and developed into a formal plan of work for the year. The activities on the plan of work should then be incorporated into the agendas for each meeting.

Following is a list of possible activities, which have been included in one or more of the models for meetings found in Behymer's handbook.

- Representing and informing the business community about the program
- Serving as a liaison group between the program and business community
- Assisting in determining criteria for recruitment and selection of students
- Aiding in placing students
- Analyzing and researching manpower needs and potential training stations
- Promoting the student organization activities
- Aiding in setting up training station standards
- Developing curriculum for the program
- Improving program facilities
- Providing instructional help through speakers, trade materials and occupational information
- Encouraging young people and parents to consider vocational education
- Providing information concerning desirable aptitudes, educational, and experience background for entry-level jobs
- Arranging field trip visits
- Assisting and participating in surveys of local industry manpower needs
- Assisting in the development and review of current course content
- Evaluating physical conditions, adequacy of equipment, and layout of program facilities
- Obtaining needed equipment and supplies on loan, as gifts, or at special prices
- Assisting in the establishment of standards of proficiency to be met by students
- Establishing and maintaining a library of visual aids, magazines, and books
- Providing sample kits of raw materials, finished products, charts, posters, etc., for exhibit and instructional purposes
- Arranging meetings for vocational educators to establish cooperative relationships between the program and business and industry
- Conducting clinics and inservice and preservice training programs for teachers

- Arranging for substitute or resource instructors from industry
- Assisting with projects to develop scholarships and other financial assistance for outstanding graduates who wish to continue their education and training
- Providing speakers to address trade and civic groups concerning vocational education
- Providing news stories concerning the program to local news media
- Participating in radio and television programs designed to "sell" vocational education to the public

The plan of work is used to organize the council's activities. However, some flexibility should be maintained. A sample plan of work is included in the handbook.

RECOGNITION FOR MEMBERS

Reward mechanisms are important to every organization because they encourage attendance and involvement. Moreover, recognition efforts attract the attention and interest of other qualified people who may someday serve in the organization. Additionally, they bring public attention and goodwill to the organization because they demonstrate that the organization appreciates the efforts of its members.

Reward and recognition are especially important to advisory councils because members are not paid for their efforts, which can absorb substantial amounts of time. However, rewards should not be given indiscriminately; instead, they should be based on actual contribution to the council's activity. They must be distributed equitably, focusing on individual efforts.

The best types of noncompensatory rewards or recognition are those that can increase productivity, improve council interaction, and increase member satisfaction. The strategies need not be elaborate. Analyses of effective councils demonstrate that most members are willing to attend regularly and work hard as long as their talents are used in tasks that involve them in the program, their recommendations are seriously considered, and they are given feedback about the recommendations and efforts.

Avoid using the meetings as a means of reporting program activities and asking the council to address trivial matters only. In other words, the best reward is to ask for advice and respond to it.

Among the strategies and techniques that have been used effectively by VIP advisory councils to reward and recognize members extrinsically are the following:

- Issue press releases announcing member appointments
- Send members personal letters of appreciation upon completion of tasks and at the conclusion of the terms of service
- Award members framed certificates of appreciation or plaques at the conclusion of their service
- Hold a recognition dinner each year to thank members
- Invite members to tour the school program during regular hours to see the results of their efforts and to meet students
- Send holiday and birthday greetings to members
- Provide members with reserved, convenient parking
- Send a letter of appreciation to the advisory council member's supervisor and/or company, explaining the good job being done by the member and thanking the company for its support
- Schedule a meeting that the institution's chief administrator can attend

- Discuss individual contributions in public forums
- Invite members to special school and program events such as ground breaking ceremonies
- Place members' names on a display board or plaque at the school
- Ensure that announcements and reports about the program made by administrators include references to the council and/or council members
- Involve all council members in planning the work plan for the year
- Provide members with written feedback about council recommendations

DO'S AND DON'TS OF ADVISORY COUNCILS

Support the advisory council to insure it is an active body.

Do

- Advise the council on the status of their suggestions
- Advise the council on district regulations for each meeting
- Help the chairperson plan the agenda for each meeting
- Have a good knowledge of all problems presented to the council, and be able to discuss them intelligently
- Seek out and listen to the advice and opinions of council members
- Take time to listen to a council member who stops by your office
- Provide the council members with all the necessary background information before they discuss a problem

Don't

- Underestimate the intelligence of council members or their interest in educational matters
- Allow the council to take on administrative functions
- Initiate programs without consulting the advisory council
- Take any action within the realm of the advisory council without first consulting council members
- Make the objectives of the council too broad or allow the council to stray too far from original objectives
- Ignore reporting the council's recommendations
- Make promises to the council that are out of line with your authority or with district policy
- Solicit council advice or allow council members to offer advice on any matters that are strictly within the realm of authority of the district administration

REFERENCE

Behymer, Jo. Handbook for Instructors Involving Vocational Advisory Groups in Program Improvement. Columbia, MO: University of Missouri, Instructional Materials Laboratory, 1985.

SPECIAL POPULATIONS

OVERVIEW

Vocational education has helped thousands of Missourians develop the skills necessary to succeed in the careers of their choice. Handicapped and disadvantaged individuals—those with special needs—may also benefit from vocational programs that help them make the transition from school to employment or further training.

The Carl D. Perkins Vocational Education Act of 1984 (P.L. 98-524) places great emphasis on the provision of services essential for students with special needs to participate in vocational education programs. Federal funds were appropriated to provide services for students with special needs enrolled in secondary, postsecondary, and adult vocational programs. Under the law, the Missouri Department of Elementary and Secondary Education distributes funds to eligible comprehensive high schools, area vocational-technical schools, and community/junior colleges to support special needs services.

MISSOURI'S SPECIAL NEEDS INDIVIDUALS

Handicapped Individuals

The term "handicapped" means individuals who are mentally retarded, hard of hearing, deaf, speech or language impaired, visually handicapped, seriously emotionally disturbed, orthopedically impaired, other health impaired persons or persons with specific learning disabilities, who by reason thereof require special education and related services, and who, because of their handicapping condition, cannot succeed in the regular vocational education program without special education assistance.

Disadvantaged Individuals

The term "disadvantaged" means individuals (other than handicapped) who have economic or academic disadvantages and who require special services and assistance in order to enable them to succeed in vocational education programs. The term includes members of economically disadvantaged families; migrants; persons with limited English proficiency (LEP); and those who are dropouts from, or who are identified as potential dropouts from, secondary school.

"Academically disadvantaged individual" means individuals who score below the 25th percentile on a standardized achievement or aptitude test, whose secondary school grades are below 2.0 on a 4.0 scale (where the grade "A" equals 4.0), or who fails to attain minimal academic competencies. The definition does not include individuals with learning disabilities.

"Economically disadvantaged family or individual" means families or individuals who are determined by the eligible recipient to be low income according to the latest available data, such as AFDC, free or reduced lunch, or Pell Grant.

"Limited English Proficiency (LEP) individual" means individuals who were not born in the United States or whose native language is a language other than English; who come from environments where a language other than English is dominant; who are American Indians and Alaskan native students and who come from environments where a language other than English has had a significant impact on their level of English language proficiency; and who by reasons thereof, have sufficient difficulty speaking, reading, writing or understanding the English language to deny such

individuals the opportunity to learn successfully in classrooms where the language of instruction is English or to participate fully in our society.

"Gifted and talented individual" means individuals who have displayed giftedness in one or more of the six categories: general intellectual ability, specific academic aptitude, creative or productive thinking, leadership ability, visual and performing arts, and psychomotor ability.

IMPACT OF LEGISLATION

Education for all Handicapped Children Law

Public Law 94-142, the Education for All Handicapped Children Act, has as its primary goal equal educational opportunity for all handicapped individuals who require special services. The legislation stresses the handicapped are to be educated in the least restrictive environment. Since its passage in 1975, the placement of handicapped students in regular classes has occurred with increasing frequency. This process, called mainstreaming, has placed students who have mental, emotional, and physical handicaps in business education classes.

Job Training Partnership Act

The Job Training Partnership Act, Public Law 97-300, establishes programs to prepare youth and unskilled adults to enter the labor force and affords job training to economically disadvantaged individuals and others facing serious barriers to employment and who are in special need of such training to obtain productive employment.

Carl Perkins Vocational Education Act

The Carl Perkins Vocational Education Act of 1984, Public Law 98-524, requires the full range of vocational education programs be accessible to all persons, including the handicapped and disadvantaged. This act continues federal assistance for vocational education through the fiscal year 1989. Each state must set aside 10 percent of its federal allotment for handicapped persons and 22 percent for disadvantaged individuals. Under this act, handicapped and disadvantaged students and their parents must be informed of the the opportunities available in vocational education at least one year before students may enter those programs, but no later than the beginning of ninth grade. Each handicapped or disadvantaged student who enrolls in vocational education programs will receive: an assessment of interests, abilities, and special needs; special services, including adaptation of the curriculum, instruction, and equipment and facilities designed to meet specific student needs as determined by the assessment; guidance and career development activities conducted by professionally trained counselors; and transitional services from school to postschool employment and career opportunities.

VOCATIONAL ASSESSMENT

Vocational assessment, as an ongoing process, provides information about an individual's potential. This usually occurs before a student is placed in a specific program or at the time of entrance; it should be updated annually. The vocational assessment process provides useful information concerning aptitudes, interest, work habits, socialization skills, work attitudes, and work tolerances. This information is used to develop a comprehensive profile of an individual's assets and limitations relative to vocational program possibilities.

The following questions need to be answered for each special needs student enrolling in business education classes.

- Has this student achieved an appropriate level of vocational awareness, vocational exploration, or vocational preparation, and how was this determined?
- Which occupational area(s) is this student most interested in, and how was this determined?
- Which occupational area(s) does this student demonstrate aptitude and ability for, and how was this determined?
- What particular learning requirements (specific needs) must be met if this student is to succeed in a specific vocational education program, and how was this determined?
- What job title, potential employment outcome, or postschool goal has been tentatively identified for this student?

INDIVIDUALIZED EDUCATION FOR EMPLOYMENT PLAN

Information obtained by answering these questions must lead to the development of an Individualized Education for Employment Plan (IEEP). The IEEP will be the basis for offering special services. The IEEP could be an expanded part of the Individualized Education Program (IEP) required for handicapped students who have exceptional educational needs.

It is possible that students with handicapping conditions may not be viewed as handicapped in terms of a specific vocational education program. If these students are able to succeed in a regular business education class without direct special education assistance, curriculum modification, or materials adaptation, a statement of the full extent of their participation in regular vocational education is all that must be included in the IEP. If a program modification in a vocational area is necessary, an IEP must be developed identifying the goals, objectives, and intervention strategies necessary for attainment of the goals.

SUPPORT SERVICES

Programs and services are designed and developed to meet the special vocational needs of disadvantaged, limited English proficiency, and handicapped individuals. Emphasis is placed on mainstreaming special needs students in regular vocational programs, using such strategies as a vocational resource educator, aides, vocational evaluation, remediation and counseling. Other available strategies include vocational preparation, modified skill training programs, short-term skill training, and mini-projects.

The vocational resource educator (VRE) is a non-teaching professional staff person who serves as a special resource person in the mainstreaming process, and who provides to individuals services and assistance necessary for them to succeed in regular vocational programs.

The purpose of the vocational resource educator (VRE) is to assist in insuring the vocational success of handicapped students in regular secondary, post-secondary, and adult programs. The role and responsibilities of the VRE are:

1. To assist in appropriate educational placement; providing appropriate vocational opportunities with reasonable vocational objectives.

2. To provide resource assistance to vocational instructors which includes resource materials, equipment modifications, curriculum modifications, and to act as a liaison with sending schools.

3. To assist in the placement process of students into gainful employment after training. Additional support is provided through the following services:

   - *Aides* are utilized in regular vocational classes to provide the additional services necessary to help the special needs students learn and succeed.
   - *Vocational evaluation* programs are designed to identify aptitudes, interests, and abilities of persons with special needs in order to appropriately place them in regular vocational programs or modified vocational programs, or to recommend alternative methods to enter the world of work.
   - *Counseling services* provide necessary guidance for the specific and unique needs of special needs students. Counseling services are available for individuals in regular classes or those requiring assistance to make appropriate career decisions.
   - *Remedial programs* provide instruction in mathematics, reading and writing skills to the extent individuals can succeed in regular vocational education programs.
   - *Vocational preparation* provides necessary basic vocational skills for individuals to enroll in a regular vocational program or modified program, or to make an informed and meaningful career choice.
   - *Modified skill training* programs provide training in a specific occupational area, with the curriculum modified and adapted to meet the special needs of the student.
   - *Short-term skill training* is directed primarily at disadvantaged and handicapped adults who may begin work immediately after receiving training for specific job skills.
   - *Mini-projects* emphasize individualized programming and are designed to meet specific short-term vocational objectives of special needs students.
   - *Limited English-Speaking Ability (LESA)* projects provide support services necessary to ensure the vocational success of eligible participants.

Proper integration of special needs learners into the regular vocational education program classes consists of four essential components.

Adaptation of Curriculum - This means adaptation of *what* will be taught. When adapting a curriculum, an educator should focus on a visible employment outcome. Identifying a specific outcome isolates and pinpoints the learning that needs to take place and eliminates unnecessary content. Not all business education content is of equal value to special needs students. Curriculum adaptation will make it possible to focus instruction time on *essential* content, ensuring valuable instruction time is not devoted to less important content before essentials have been mastered. It will be necessary to review the curriculum to determine what a student *needs to know* in order to obtain entry-level employment, and stress those concepts to the mastery level. This review will require the elimination of the "nice-to-knows."

Adaptation of Instruction - This means adaptation of *how* content will be taught. Teaching strategies that could be used by vocational educators to better serve special needs students include:

- Developing instructional checkpoints to determine teaching effectiveness
- Starting the teaching process below the point where a student is functioning
- Providing students with choices
- Using direct teaching experiences as often as possible (learning by doing)
- Considering the time element of teaching (flexibility)

- Encouraging students to "think through" situations
- Involving students in vocational student organization activities
- Soliciting feedback from students on the effectiveness of teaching
- Varying the instructional presentation of content

Other modifications could include changes in:

- Grading procedures
- Test requirements
- The sequence of instruction
- Classroom environment
- Project or report requirements
- The pace of instruction
- Mathematics
- Listening demands
- Reading requirements
- Writing requirements

The student's ability to perform is more important than the time it takes to learn to perform. Once a skill or task has been mastered, actual performance time on the job will be comparable to that of a non-special needs student. At that point, the time it took to learn will be of little significance. Modified strategies and techniques work just as well for nonhandicapped students. This fact serves to remind us that handicapped students are more *like* regular students than *unlike* them.

Adaptation of Equipment Most business equipment can be used by students with special needs without modification. When adaptations are necessary, it is usually possible to add hand controls to machines operated by foot controls, and foot controls to machines usually operated by hand controls. Lights can replace bells or alarms for students with hearing impairments, and brailled tape can mark control dials.

Adaptation of Facilities Facility adaptations are generally administrative concerns rather than teacher concerns, but the classroom teacher can remove unnecessary obstructions to allow ample space between aisles and around equipment. General accessibility standards should be reviewed to meet the needs of the student confined to a wheelchair.

DEALING WITH SPECIAL NEEDS STUDENTS

Academically and Economically Disadvantaged

- Use a lot of visual teaching techniques.
- Use a hands-on approach whenever possible.
- Simplify vocabulary on written materials.
- In class discussions, involve everyone by walking around the room and calling on students at random.
- Praise students for portions of correct answers to questions.
- Use materials with high interest and low reading levels.
- Review frequently the material already learned.
- Encourage students to compete with themselves rather than with others in the class.
- Relate subject matter to real-life occurrences as much as possible.
- Use a goal-setting format in class: daily goals, weekly goals, semester goals, etc.

- Accept the fact the student may have a different value system than yours.
- Emphasize the employment opportunities available upon completion of your course.
- Be a consistent role model.

Mentally Retarded

- De-emphasize academic activities and increase emphasis on actual performance.
- Build on what the student can do and not what the student can't do.
- Divide each task into smaller steps, and show the student how each step relates to the whole.
- Practice positive reinforcement.
- Continually emphasize the importance of good work habits in all tasks.
- Only teach those academic functions that are critical to actual performance.
- Do not assume what the student knows—find out!
- Do not "talk down" to the student.
- Use a "hands-on" approach whenever possible.

Learning Disabled

- Learning disabled students are not retarded; they possess average or above average intelligence. Do not "talk down" to them.
- In all areas, except those with which the student has specific problems, treat the student just as others are treated.
- If the student has a visual perception-related learning disability, primarily use an auditory approach to teaching and talk the student through what is to be done.
- If the student has an auditory perception-related learning disability, primarily use a visual approach to teaching and actually show students what you want them to do.
- Use a "hands-on" approach whenever possible.

Emotionally Disturbed

- Sometimes emotionally disturbed students are easily frustrated. Have several variations of the same activity ready for use. Don't rely on a single approach to teaching.
- Use constructive criticism, always pointing out what was done right, as well as what was done wrong.
- Correct students in a calm, matter-of-fact manner.
- Try to ignore inappropriate behavior as long as it is not dangerous to the students. Use positive reinforcement for appropriate behavior.
- Establish classroom rules initially—not as the class goes along.
- Do not threaten—respond!
- Punishment and reward must always be consistent.
- Do not confront the student in front of the class—the attention you are giving the problem may reinforce the negative behavior. Treat students as you would want your supervisor to treat you.
- Use a "hands-on" approach whenever possible.

Orthopedically Handicapped

- Rearrange your classroom so the student can move about as freely as possible.
- Do not unnecessarily call attention to the student's disability.
- Be prepared to provide physical assistance if necessary.
- Do not be afraid of, or for, students, but treat them as normally as possible.

Visually Impaired

- Orient the student to the classroom, describing obstacles and traffic patterns, etc.
- Ask sighted students to be readers, and put lessons on tape.
- Do not seat the student where there is a glare on the board, desk, or work area.
- Use contrasting chalk or ink and large clear lettering when writing on the board or assignment sheets.
- Present material using senses other than sight.
- Provide magnification devices.

Hearing Impaired

- Always face the student when speaking, and speak slowly and clearly.
- Do not hesitate to repeat a word or sentence or rephrase a question.
- Sometimes students who are hearing impaired omit certain sounds from their speech. When this happens, do not correct the student; rather ask the student to repeat or rephrase, and, if necessary, have the students show you what they mean.
- Be alert for students who are hearing impaired in one ear only.

Many of the techniques known to be successful with special needs students are common sense and teacher creativity.

NOTE: Portions of this section on Special Populations have been reprinted/excerpted from Guide to Curriculum Planning in Business Education. With permission from the Wisconsin Department of Public Instruction, 125 South Webster Street, Madison, WI 56702.

RESOURCES FOR SPECIAL NEEDS STUDENTS

Crawford, T. James, et al. Computer Keyboarding. South-Western Publishing Co., 1985.

Grove, Dorothy Lynde. The Injured Typist Types. J. Weston Walch, Publisher, 1981.

Grove, Dorothy Lynde. Keyboard Skills for the One-Handed Typist. J. Weston Walch, Publisher, 1988.

Herman. Managing Your Money. South-Western Publishing Co., 1982. (Text/Workbook written for students with special needs).

Milkes, Julian A. Keyboarding Capers. MPC Educational Publishers, 1985.

Noyes, Alice. Very Basic Typing. J. Weston Walch, Publisher, 1984.

Rainey, Carolyn. Supplemental Units for Secretarial Technology/Office Technology. University of Missouri Instructional Materials Laboratory, 1988.

Richardson. Type With One Hand. South-Western Publishing Co., 1959.

A Special Unit for the Visually-Impaired Typewriting Student. Pi Omega Pi National Project, Illinois State University, 1983-84.

Watson, Gwendolyn S. Creative Resources for Teaching General Business, Consumer Education, and Private Enterprise. Harcourt Brace Jovanovich Inc., 1980.

Zedlitz. Getting A Job, Basic Process Kit. South-Western Publishing Co., 1987

SOFTWARE

FILL IN THE BLANK: THE JOB APPLICATION

Designed to expand the skills of the inexperienced job hunter, this program provides useful tips and practice in filling out a standard application form with a paper copy option.

Includes a simulation on what to expect after submitting an application form, and a highly interactive tutorial providing practice in writing an operative cover letter.

Source: Teaching Aids, Inc.
Box 1798
Costa Mesa, CA 92628-0798

TYPE TO LEARN

(Grades 2-adult) Apple & IBM - $75
Lab pack of 10 - $225

Source: Sunburst Communications
39 Washington Avenue
Pleasantville, NY 10570-2898

MICROTYPE: THE WONDERFUL WORLD OF PAWS

It's fun for children to learn keyboarding skills when they're coached by PAWS the cat, an appealing animated character. Exciting color graphics also aid learning. The two diskettes cover 18 lessons, each taking 15-20 minutes. The reading level is appropriate for grades 3-6. This program can be used by itself or with Computer Keyboarding: an Elementary Course.

Source: South-Western Publishing Co.
Midwest Region
355 Conde Street
West Chicago, IL 60185

TYPE!

Designed to improve the skills of all typists from beginners to experts. Incorporates extensive research on how people learn to type. Teaches typing with real text and sentences instead of random letter drills, and even includes an arcade-style game!

Source: Education Resources Apple & IBM - $18.95
2360 Hassell Road
Hoffman Estates, IL 60195

TYPING TUTOR IV

Now, an enhanced version of the top-rated educational software program that taught 300,000 people to type. This remarkable interactive program automatically adjusts to the user's abilities, creates custom-designed lessons, maintains progress reports, and features Letter Invaders, an exciting arcade-style game that matches the user's increased speed and skill.

Source: Educational Resources
2360 Hassell Road
Hoffman Estates, IL 60195

Apple - $27.95
IBM - $34.95

ADVENTURES IN KEYBOARD LAND

Forty lessons for little fingers! Children will learn to type with the correct fingers, know where home position and left/right hand keys are located. They will also be familiar with the location of each letter on the keyboard as well as recognize the composition of words to enhance language skills. Children should acquire a basic keyboarding skill in this beginning format to make future computer work easier and more enjoyable. Grade Level: Kindergarten to Grade 3

Source: Career Publishing, Inc.
910 N. Main Street
Box 5486
Orange, CA 92613-5486

Apple & IBM - $39.95

CAREER SEARCH FOR SPECIAL STUDENTS

Help your special needs students plan careers with this software program. Each unit is geared to a specific handicap, matching personal interests and abilities to potential careers and subjects-to-study printouts. The handbooks and worksheets included allow students to work with minimal supervision. Packages include: 1 Disk with Back-Up, 20 Handbooks, Duplicating Master Worksheets. (Career Search 1 includes 20 Workbooks instead of Handbooks and worksheets)

Career Search 1 - Persons who are Retarded
Career Search 2 - Orthopedically Handicapped
Career Search 3 - Hearing Impaired
Career Search 4 - Visually Handicapped
Career Search 5 - Learning Handicapped

Source: Career Aids
20417 Nordhoff St. Dept. U8
Chatsworth, CA 91311

Apple - $94.50 each

ECHO VOICE SYNTHESIZER

Any typed text is spoken! Pitch, rate, and volume are easily varied. ECHO offers two voice modes: an unlimited vocabulary in a highly intelligible robotic voice, and a limited vocabulary (700 English words) in a natural-sounding female voice. The natural voice output in the Apple version requires 128K with ProDOS.

Among its many uses: aiding the handicapped, adding speech to existing programs, and instructing nonreaders. The ECHO Lab Package includes a speaker, software, a speech synthesizer card, and instruction manual.

Source: Scholastic Inc.
Box 7502
2931 E. McCarty Street
Jefferson City, MO 65102

Apple - $99.95
IBM - $129.95

Numerous elementary-level software packages from:

Source: Joint Council on Economic Education
JCEE Order Department
432 Park Avenue South
New York, NY 10016

ARTICLES

Bartelheim, Frederick J. "Instructional Interventions for Special Needs Students." Business Education Forum. January 1989, pp. 3-4.

Business Education For a Changing World. NBEA Yearbook 1987.

Morgan, Alice S. "The Alternate-Hand Approach to Teaching Business Machines" The Balance Sheet. March/April 1987, pp. 31-33.

Schleicher, Joanne. "Mainstreaming a One-Handed Typist." The Balance Sheet. South-Western Publishing Co., November/December 1986, pp. 31-33.

REFERENCES

A Guide to Curriculum Planning in Business Education. Madison: Wisconsin Department of Public Instruction. 1987.

Missouri Department of Elementary and Secondary Education. "Missouri Vocational Special Needs Services." A brochure developed by Missouri Vocational Special Needs and Guidance Services Section, P.O. Box 480, Jefferson City, MO 65102.

GUIDANCE AND PLACEMENT

OVERVIEW

The primary goal of guidance is to help students realize their full potential as human beings. Guidance includes counseling. In the educational setting guidance seeks to help students adjust and function effectively in that educational environment. It enables them to discover their potential for personal-social-emotional growth and to prepare for their chosen careers and career transitions. Guidance adds meaning to students' educational experiences.

A teacher's role in guidance is to help students shape their personalities, learn to make informed decisions, and prepare to face realities in life. The final decisions, however, must be made by the students.

In order to perform this role, a business teacher should be able to:

1. Provide current career information to students to assist them in making informed decisions about educational programs leading to their career goals.
2. Implement an effective career counseling and placement plan through which students will become self-activating and independent.
3. Utilize counseling and testing services available in the school and the community to determine student interests, aptitudes, attitudes, and values.
4. Conduct follow-up studies of graduates of the business eduction program to obtain feedback that might be used in updating and improving the career planning and placement process.
5. Identify and implement strategies to help students develop decision-making skills important in life.
6. Analyze and interpret student data to understand interests, career aspirations, life styles, and values of students.
7. Meet with parents in order to communicate student progress and to promote community relations.
8. Develop an understanding of and sensitivity to cultural differences among the various ethnic and national groups in the student population and communicate effectively with each group.
9. Help students acquire effective study and work habits that result in increasing efficiency and productivity.
10. Assist students in solving their specific problems so they will have a positive attitude toward school.
11. Recognize student behavior that is indicative of problems that will inhibit the learning process and refer such cases to the appropriate agency for help.
12. Demonstrate total commitment to education for students through in-class and out-of-class behavior such as individual assistance and providing listening/caring time for students who need it.

13. Assist in formulating school guidance plans based on institutional goals, identified needs of students, and the changing world of work.

BUSINESS EDUCATORS AND SCHOOL COUNSELORS

A mutually rewarding partnership of cooperation and collaboration should exist between the business educator and the school counselor. To ensure that ideas and information are regularly exchanged, the business educator should:

- Meet regularly with the guidance staff to exchange up-to-date occupational information.
- Encourage counselors to view business occupations as satisfying, rewarding, and open to both females and males.
- Inform counselors about skills, knowledge, and attitudes needed by students to perform adequately in business occupations.
- Assist counselors in providing employment counseling, interviewing practice, and placement of students, where appropriate.

NOTE: A portion of the material presented above has been reprinted/excerpted from the Business Teacher Education Curriculum Guide published by the National Business Education Association, Reston, VA. (Used with permission.)

STATEWIDE JOB PLACEMENT SERVICE

Funded by the Guidance Section of the State Department of Education, Statewide Job Placement Service (SJPS) is a school-based service dedicated to improving placement among vocational students of Missouri. SJPS functions as a supplemental service to 56 area vocational-technical schools, 16 community colleges, one technical institute, and one special project.

A major emphasis of the project is vocational staff development and inservice for placement coordinators. Topics for workshops include job development, placement, pre-employment preparation, follow-up, and a new brainstorming workshop dealing with improving the effectiveness index formula.

SJPS serves as a vehicle for networking between placement coordinators across the state, affording them an opportunity to discuss common problems, share ideas, and exchange solutions. Consultation with the participating institutions regarding problems related to placement, job development, recruitment, and follow-up is also available.

SJPS operates a job bank, sending unfilled jobs from contributing placement coordinators and business and industry contacts to all schools in the network on a weekly basis. These are disseminated to secondary, postsecondary, and adult students trained in specific work areas.

A resource library containing books, videos, films, cassettes, etc. dealing with career/job search information is available to vocational educators across Missouri through SJPS. Persons interested in borrowing resources may call or write for an annotated catalog.

Working with local persons having placement and follow-up responsibilities, SJPS is able to provide computer printouts and graphs showing local, regional, and statewide placement results. The SJPS

staff holds an annual workshop for Missouri's new placement coordinators, detailing the role and responsibilities of this position.

Such a coordinated effort to advance school-based job location is unique to this state. Serving as a clearing house for placement information, SJPS strives to keep Missouri in the forefront of vocational student placement.

For more information contact SJPS at 816/826-7100 Ext. 272 or write:

STATEWIDE JOB PLACEMENT SERVICE
State Fair Community College
1900 Clarendon Rd.
Sedalia, MO 65301

or contact any of the local placement coordinators.

RESOURCE

National Business Education Association. Business Teacher Education Curriculum Guide. Reston VA: NBEA, 1987.

PROMOTING BUSINESS EDUCATION

OVERVIEW

The business educator plays a critical role in making business education viable and visible in the community. A public relations program that is concerned with public attitudes and identifies the policies, procedures, and methodology of business education in terms of public interest is one of the major factors in a successful program in business education. Business educators must accept responsibility for developing sound, positive, and well-planned programs of public relations which interpret the many facets of business education in developing social values, economic literacy, and occupational competency (PCBEE, 1974). Lynch (1986) states that business teachers should have a service motto, such as "Students are our business," constantly in effect. He also lists communication steps that are necessary for the promotion of business education programs. The recognized steps are to:

- Set operational goals.
- Plan a blend of promotional activities.
- Promote systematically, consistently, and comprehensively.
- Target promotional activities.
- Emphasize benefits.
- Be creative.
- Include an action statement in promotional activities.
- Research and evaluate.

(NOTE: The following material is reproduced from Richard L. Lynch's guide entitled Marketing Your Business Program: A Guide for Business Educators. Copyright © 1986 by McGraw-Hill, Inc. All rights reserved. Reproduced by permission of Glencoe/McGraw-Hill Educational Division.)

Set Operational Goals - Figure out exactly what it is that you want to accomplish with your communications program. Be realistic. Be specific. Be results- or outcome-oriented. The goals should be established and written so that they can be easily measured. The following are a few examples of communication goals:

- Increase enrollments in accounting classes by 20 students during the first year and 30 students during the second year.
- Attract sufficient enrollment in business management to increase the number of sections to two.
- Add five more training stations to the Supervised Business Experience program.
- Increase membership on the advisory committee to include representation from financial institutions, the counseling staff, and the media.
- Increase the awareness level of freshmen students and their parents relative to the business education program through presentations to all freshman English classes and a direct mailing to parents.

Plan a Blend of Promotional Activities - This may, in fact, be two tips for the price of one: good planning and a good blend of media and methods. Poor planning is the reason most often cited for promotion failures. All promotional activities should be planned at least a year ahead of time and plotted on a promotional calendar. Plan for a good blend of advertising, personal selling, public relations, and special events.

Promote Systematically, Consistently, and Comprehensively - Promotion should be organized *systematically*. Communications must be *consistent*. A one-time ad or a yearly news release has almost no effect in terms of improved communications. Promotion must be continuous; it must be in the yearly, monthly, and weekly programs of work for business educators. Promotion should also

be *comprehensive*—reaching internal and external audiences, using a blend of media, and including a variety of promotion and public relations activities. Remember: three key words for effectively promoting products or services are *systematically*, *consistently*, and *comprehensively*.

Target Your Promotional Activities - To be effective, communications must be positioned, or targeted. Understand well the needs and motives of your target audience, and focus your message accordingly. Separate messages should be written and delivered to appeal to the unique needs and motives of each of your targeted audiences—for example, prospective students, employers, and parents.

Emphasize Benefits - One more time: emphasize benefit marketing. Be sure that all promotional activities clearly identify the benefits of business education in relation to the targeted audience. Tone down features. Avoid long descriptive information, especially when promoting to students. Focus on benefits. What will it do for me?

Be Creative - Select words, illustrations, photos, role models, and a format consistent with the goals and the perceived benefits to your targeted audience. Humor, testimonials, demonstrations, fantasies, ecstatic versus worrisome role models, and so on, can be used to communicate your message to your target audience. Use music. Use slogans and tag lines. Use colors, photography, and tangible symbols as appropriate. Use pins, caps, T-shirts, memo pads, stationery, calendars, pens, pencils, jackets, rulers, notebooks, book covers, dining hall place mats, and posters to promote to students. Work with the Future Business Leaders of America-Phi Beta Lambda (FBLA-PBL) on designing creative activities and promotional appeals. Review your ideas or creative results with students (that is, do market research). They will tell you whether they think your ideas will be effective or not.

Some schools sponsor contests among students to see who develops the best poster, display, radio commercial, or slogan in support of business education. Students or judges vote for the award-winning entry (this process is a form of market research).

Include an Action Statement in Promotional Activities - This is important, especially if your goal is to increase student enrollment or employer participation in your program. How can the reader or listener obtain further information or become involved with the program? An action statement may include a telephone number, an address to write to for further information, the number of a room to visit, or directions to return a contact card filled in with the respondent's phone number or address. Then it is important that your follow-up procedure be in place. Be sure that someone is present at appropriate times to answer the phones and that the person is well trained to provide the information. Use follow-up brochures or information to mail. Be sure that you do phone anyone who calls seeking further information and leaves a number.

Research and Evaluate - Periodically, try to analyze what has been effective. What appeals seemed to be most effective for what audiences? Were the objectives achieved? Did business education enrollments increase? Are more employers aware of your offerings and the benefits of your program to them?

PROMOTIONAL CALENDAR

Lynch (1986) identifies ideas that could be implemented throughout the school year. The suggestion of ideas that could be included in the student recruitment and promotional calendar follow:

(NOTE: The material on this page is reproduced from Richard L. Lynch's guide entitled Marketing Your Business Program: A Guide for Business Educators. Copyright © 1986 by McGraw-Hill, Inc. All rights reserved. Reproduced by permission of Glencoe/McGraw-Hill Educational Division.)

(NOTE: This plan implies that recruitment goals have been set and personnel assigned to complete recruitment strategies.)

AUGUST-SEPTEMBER

1. Prepare fact sheets and research data on careers in business, and distribute to administrators and faculty.
2. Finalize recruitment plans with school administrators and counselors.
3. Construct bulletin board displays in front of school office and in hallways.
4. Develop benefits-oriented brochures, targeted to students and parents. Make them available in counselors' offices.
5. Develop appropriate news releases, and mail them to community media sources.
6. Develop feature article for school newspaper on last year's placements and those of this year's co-op students.
7. Design, pilot-test, and conduct occupational interest survey. Compile mailing list.
8. Rewrite program information for student handbooks and curriculum guides.
9. Develop and air radio commercials.
10. Make two community-based sales presentations.

OCTOBER-DECEMBER

1. Continue community-based publicity (news releases) and school-based newspaper articles.
2. Rearrange classroom-laboratory displays.
3. Reconstruct bulletin board displays.
4. Develop (at least) two commercial videotapes-one targeted to parents and one to students.
5. Develop and air additional radio commercials.
6. Participate in schoolwide career day.
7. Have students develop posters promoting business education.
8. Prepare personal letters, brochures, and other materials for students who expressed an interest in business education on the occupational interest survey and for those with high clerical and business scores on standardized occupational interest test.

(NOTE: The material on this page is reproduced from Richard L. Lynch's guide entitled Marketing Your Business Program: A Guide for Business Educators. Copyright © 1986 by McGraw-Hill, Inc. All rights reserved. Reproduced by permission of Glencoe/McGraw-Hill Educational Division.)

9. Meet with counselors at middle or junior high schools to explain thoroughly the high school business education offerings.

10. Use appropriate promotional techniques and materials to reach middle/junior high school students.

JANUARY

1. Mail recruitment letters to students and parents. Be sure follow-up apparatuses are in place.

2. Visit counselors again. Be sure they understand and support programs.

3. Have students make recruiting (sales) presentations in homerooms.

4. Address the PTA.

5. Continue community- and school-based publicity.

6. Blitz the school with recruitment devices: creative PA announcements, posters, fresh bulletin board displays, a newsletter prepared by secretarial students, and promotional favors.

7. Increase range and frequency of radio ads. Use the ads on school PA system.

8. Air videotapes on television, and show them through automatic system in school cafeteria or at the building entrance.

9. Publish weekly school and community newspaper ads.

10. Participate with advisory committee members in televised and radio talk shows.

FEBRUARY-MARCH

1. Conduct personal interviews with students and parents who want more information.

2. Continue community- and school-based public relations and publicity (for example, press releases, new bulletin board displays, personal contacts).

3. Participate in Vocational Education Week activities.

4. Conduct open house. (Invite media representatives.)

5. Develop and air new radio commercials.

6. Follow up graduates from the previous year. Information can be used in further promotion and recruiting activities.

APRIL-MAY

1. Continue school- and community-based publicity and public relations activities.

(NOTE: The material on this page is reproduced from Richard L. Lynch's guide entitled Marketing Your Business Program: A Guide for Business Educators, Copyright © 1986 by McGraw-Hill, Inc. All rights reserved. Reproduced by permission of Glencoe/McGraw-Hill Educational Division.)

2. Send "stroke" letters to current and new students and their parents, administrators, counselors, and employers.

3. Sponsor student-employer-parent appreciation event.

4. Publish recognition awards, new job placements, success stories, and so on.

5. Evaluate effectiveness of this year's recruitment activities.

6. Develop tentative recruitment plan for the next year; include any summer activities.

(NOTE: The material above is reproduced from Richard L. Lynch's guide entitled Marketing Your Business Program: A Guide for Business Educators. Copyright © 1986 by McGraw-Hill, Inc. All rights reserved. Reproduced by permission of Glencoe/McGraw-Hill Educational Division.)

Business teachers must market to meaningful groups and present benefits and central selling points that apply to the individual groups. Students, parents, employers, and other groups should understand how the business program can meet their particular needs. During the quest to market the program, the business teacher should:

- Do an excellent job of teaching
- Consider relationships with students
- Keep administrators informed
- Work with counseling personnel
- Cooperate with colleagues and staff
- Earn parental support
- Maintain contacts with businesses
- Establish ties with business organizations
- Communicate with your local community
- Be professionally involved

SUGGESTED RESOURCES

Bell, R. DerMont. "Promoting Business Education through Teacher Participation in Professional Associations." Business Education Forum 37.8 (1983): 48-51.

Boggs, Lohnie J. and Marie Friestad Zener. "Promoting Business Education through Research Activities." Business Education Forum 37.8 (1983): 64-68.

Blockhus, Wanda. "Promoting Business Education through Teaching Economic Concepts." Business Education Forum 37.8 (1983): 24-27.

Bronner, Michael. "Promoting Business Education through National Association Publications and Activities." Business Education Forum 37.8 (1983): 40-44.

Calhoun, Calfrey C. "Promoting Business Education through Business Teacher Education Programs." Business Education Forum 37.8 (1983): 69-74.

Echternacht, Lonnie J. "Public Relations Pointers for Business Educators." Available by request from Business Education Department, 303 Hill Hall, University of Missouri, Columbia, MO 65211.

Fry, Betty C. "Promoting Business Education through Use of Follow-Up Information." Business Education Forum 37.8 (1983): 99-102.

Hanson, Garth A. "Promoting Business Education through Political Activism." Business Education Forum 37.8 (1983): 75-78.

Houghton, Edward L. "Promoting Business Education through Interdisciplinary Instruction." Business Education Forum 37.8 (1983): 28-31.

Jurist, Rodney G. "Promoting Business Education through Community Organizations." Business Education Forum 37.8 (1983): 52-53.

Kupsh, Joyce and Rhonda Rhodes-Hanna. "Promoting Business Education through Teaching Basic Skills." Business Education Forum 37.8 (1983): 20-23.

Luft, Roger L. "Promoting Business Education through School Newspapers and Bulletins." Business Education Forum 37.8 (1983): 86-89.

Lynch, Richard L. Marketing Your Business Program A Guide for Business Educators. New York: McGraw-Hill, 1986.

McGowan, Joyce Hing. "Promoting Business Education through State Departments of Education." Business Education Forum 37.8 (1983): 54-58.

Merrier, Patricia A. "Promoting Business Education through Teacher Awards and Recognition." Business Education Forum 37.8 (1983): 59-63.

Miller, Melvin D. and Dianne Wimberley. "Promoting Entrepreneurship Education in Vocational Education: A Final Report Prepared for a Project to Promote Economic Development through Entrepreneurship Education and Training." Stillwater: Oklahoma State University College of Education, 1984.

Moody, Patricia G. "Promoting Business Education through Curriculum Development." Business Education Forum 37.8 (1983): 36-39.

Musselman, Donald. "Promoting Business Education through Bulletin Boards and Brochures." Business Education Forum 37.8 (1983): 90-92.

Nobel, Mona. "Promoting Business Education through Regional, State, and Local Association Activities. Business Education Forum 37.8 (1983): 45-47.

Plaevyak, Paul P. "Promoting Business Education through School Boards, Administrators, and Counselors." Business Education Forum 37.8 (1983): 93-98.

Sink, Clay B. "Promoting Business Education through Career Education." Business Education Forum 37.8 (1983): 32-35.

Stull, William, et al. "Promoting Business Education through Advisory Committees." Business Education Forum 37.8 (1983): 16-19.

Thomas, Edward G. "Promoting Business Education through News Releases." Business Education Forum 37.8 (1983): 79-85.

Wallace, Harold R. "Promoting Business Education through Cooperative Education Components." Business Education Forum 37.8 (1983): 11-15.

REFERENCES

Calhoun, Calfrey C. "Promoting Business Education through Business Teacher Education Programs." Business Education Forum. April-May 1983.

Lloyd, Gary M. "A Business Education Curriculum Briefing for School Boards." Business Education Forum. May 1974.

Oertli, Gary. "Promoting Your Program with a Business Education Fair." Business Education World. September-October 1978.

Ricks, Betty R. "Declining Enrollments? Not Here!" The Balance Sheet. October 1978.

Shinn, Larry. "Is An Advisory Committee Necessary?" The Balance Sheet. March 1975.

INVENTORY

The local educational agency (LEA) keeps and controls property needed for vocational education programs. Accurate inventory information may be recorded on inventory sheets or in computer files. The inventory information must be available for review and evaluation.

1. Property records shall be maintained accurately. For each item of equipment, the records shall include:

    a. A description of the equipment, including manufacturer's model number, if any
    b. An identification number, such as the manufacturer's serial number
    c. Identification of the grant under which the recipient acquired the equipment
    d. The information needed to calculate the federal share of the equipment
    e. Acquisition date and unit acquisition cost
    f. Location, use, and condition of the equipment and the date the information was reported
    g. All pertinent information on the ultimate transfer, replacement, or disposition of the equipment

Sample inventory card for local agency.

Program area _____ Item name _____

Room number _____ Model number _____

Purchase date_____ Cost_____ Serial or ID No. _____

Reimbursement % ___ Program ____ _____

Condition of equipment codes: 1-Excellent, 2-Good, 3-Needs repair, 4-Beyond repair, 5-Obsolete, 6-Missing

Condition/Date Checked by Whom Disposition data:

_____ _____

_____

_____

_____

2. A physical inventory of equipment shall be taken and the results reconciled with the property records at least once *every two years* to verify the existence, current utilization, and continued need for the equipment. Any differences between quantities determined by the physical inspection and those shown in the accounting records shall be investigated to determine the causes of the differences.

3. A control system shall be in effect to insure adequate safeguards to prevent loss, damage, or theft of the equipment. Any loss, damage, or theft of equipment shall be investigated and fully documented.

4. Adequate maintenance procedures shall be implemented to keep the equipment in good condition.

The recipient of vocational education programs is the local agency; therefore, the policies and procedures as described apply directly to the agency if purchases have been made using federal funds. Most equipment is now purchased with 50 percent state/50 percent local money; however, the federal guidelines are still applied.

Rights to require transfer of equipment are held by the Department of Elementary and Secondary Education. For items of equipment having a unit acquisition cost of $1,000 or more and purchased with federal funds, the Department shall have the right to require transfer of the equipment to the Federal Government or to another eligible recipient should a program or project be terminated or should the equipment no longer be needed in the program or project.

When a district wishes to replace equipment, the district shall contact the business education section director for instructions. Normally, equipment may be exchanged for replacement equipment if needed. The replacement may take place either through trade-in or through sale, and application of the proceeds will be made to the acquisition cost of the replacement equipment.

To dispose of unwanted equipment, the district shall contact the Department's business education section director for instructions. Proper sales procedures shall be established for obsolete equipment. Prior authorization must be obtained from the Department before a district disposes of equipment in which there is a state or federal interest.

Lost, stolen, or destroyed equipment items shall be reported to the Vocational Division. This pertains to items with a unit cost of $200 or more. Districts shall complete a Report of a Loss of Equipment Purchased with Vocational Funds form which is available from the Business Education section director. (See sample form following this section.)

State Policies and Procedures

The state office will maintain on file:

1. FV-2's (Equipment and Other) for the period of five years.

2. Evaluation comments on individual district equipment management procedures.

3. A master list of equipment items costing $200 or more. These are permanent continued-interest items and shall remain on record until disposed of by the LEA.

4. A list, by year, of items costing less than $200 but more than $50. These lists will be kept for a period of five years. These are temporary (five years) continued-interest items. By eliminating the five-year old list each year, the state files will contain only continued-interest items.

Evaluation review shall include the determination that:

1. The local district has an inventory system in place;

2. The continued-interest items (equipment items costing $200 or more) are clearly identified on the local records;

3. The location and condition of equipment items are accurate on the local records;

4. The local records indicate that a physical inventory is taken at least every two years.

It is the responsibility of the state evaluator to report in writing to the Business Education section regarding any discrepancies that are found. The section will then contact the district to determine what changes should be made.

Identification Tags

Inventory labels will be furnished to the local district for their use in identifying equipment purchased with vocational reimbursement. Identification numbers may be assigned by the local district to meet their system needs; however, a tag number will be assigned by the Department of Elementary and Secondary Education. A section name and year may be indicated on the tag. The labels are sent to the district in the year following documentation of the purchase of equipment.

MISSOURI DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
DIVISION OF VOCATIONAL AND ADULT EDUCATION

6-120-003

REPORT OF A LOSS OF EQUIPMENT PURCHASED WITH VOCATIONAL FUNDS

P.O. BOX 480
JEFFERSON CITY, MISSOURI 65102

ELIGIBLE RECIPIENT	DATE	
ADDRESS	STATE	ZIP CODE

This report is submitted to advise Division of Vocational and Adult Education personnel of the loss of equipment herein described which was purchased with vocational funds.

It is understood that this report serves the purpose of providing information for the disposition of the equipment herein outlined on the inventory records maintained in the Division of Vocational and Adult Education and does not constitute a release of the eligible recipient from further responsibility if additional data pertaining to the loss should be required by another agency.

I. EQUIPMENT INFORMATION

1. TRAINING PROGRAM OR SERVICE IN WHICH EQUIPMENT WAS USED:
(CHECK ONE)

- ☐ AGRICULTURE
- ☐ ANCILLARY
- ☐ BUSINESS
- ☐ HOME ECONOMICS
- ☐ MARKETING AND COOPERATIVE
- ☐ SPECIAL VOCATIONAL SERVICES
- ☐ INDUSTRIAL
  - A. TRADE AND INDUSTRIAL
  - B. HEALTH
  - C. CUSTOMIZED TRAINING
  - D. INDUSTRIAL ARTS
- ☐ VOCATIONAL SPECIAL NEEDS AND GUIDANCE SERVICES
- ☐ OTHER _____

2. ITEM IDENTIFICATION

NAME OF ITEM	SERIAL NUMBER	ACQUISITION INFORMATION		
		DATE PURCHASED	FROM WHOM	COST

II. LOSS INFORMATION

1. KIND OF LOSS ☐ FIRE ☐ THEFT ☐ FLOOD AND WATER ☐ OTHER

DESCRIBE

_____

_____

101

MO 500-1508 (11-87)

2. SITE WHERE LOSS OCCURRED

3. DATE OF LOSS (MONTH) (DAY) (YEAR)

4. WAS ANY PART OF THE LOSS COVERED BY INSURANCE? ☐ YES ☐ NO

5. IF LOSS WAS BY THEFT, ON WHAT DATE WAS THE POLICE OR OTHER LAW ENFORCEMENT AGENCY NOTIFIED?
DATE ▶

NOTE ▶ ATTACH COPY OF POLICE OR LAW ENFORCEMENT AGENCY REPORT

6. HAS THERE BEEN ANY RECOVERY OR SALVAGE TO DATE? ☐ YES ☐ NO
IF "YES" EXPLAIN

7. IF LOSS WAS BY THEFT, WHAT STEPS HAVE BEEN TAKEN TO IMPROVE SECURITY?

SIGNATURE (CHIEF ADMINISTRATIVE OFFICER)	DATE

102

MO 500-1508 (11-87)

BUSINESS EDUCATION RESOURCES

MISSOURI VOCATIONAL RESOURCE CENTER

The Missouri Vocational Resource Center is located on the University of Missouri campus in Columbia. Teaching aids such as curriculum guides and instructional videos are available to Missouri business educators on a loan basis from the center. Subject areas include curriculum guides in Management, Business and Office, Computer and Information Sciences, Computer Programming, Data Processing, Information Sciences and Systems, and Business Education. Media in the form of audios, computer software, films, filmstrips, slides, and videos are also available for classroom use. To obtain a catalog or additional information about the resource center contact:

Missouri Vocational Resource Center
10 London Hall
University of Missouri-Columbia
Columbia, MO 65211
Phone: 800-392-7217 (toll-free in Missouri)

INCENTIVE GRANTS

Under the law, state-funded grants provide district-and/or building-level projects to improve both instruction and student performance. The State Board of Education rules that the competitive grants be awarded in four categories: individual teachers (up to $5,000), groups of teachers (up to $20,000), building-level (up to $30,000), and district-level (up to $50,000). Grants may be awarded in many business areas such as: computer usage, basic skill improvement, recruitment, and dropout prevention.

Local school districts are required to contribute up to 10-30 percent of the total cost of approved projects. However, match-free grants are also awarded by the Department. For more information, contact the Missouri Department of Elementary and Secondary Education, Special State Instructional Programs, P.O. Box 480, Jefferson City, MO 65102, or call (314) 751-9038.

TUITION REIMBURSEMENT

The state-funded tuition reimbursement program encourages business teachers and administrators to take college courses in their area of specialty.

School employees are eligible for the cost of tuition for up to three credit hours in their area of certification provided they are employed for the following year. For more information contact the Missouri Department of Elementary and Secondary Education, Urban and Teacher Education Section, P.O. Box 480, Jefferson City, MO 65102, or call (314) 751-3468.

BUSINESS EDUCATION RESOURCE DATABASE

The Business Education Section of the Department of Elementary and Secondary Education has a database of software and equipment that have been purchased by business educators. The database includes names of software packages, brands of equipment, and the school district where purchased. For more information, contact the Missouri Department of Elementary and Secondary Education, Business Education Section, P.O. Box 480, Jefferson City, MO 65102, or call (314) 751-3484.

INSTRUCTIONAL MATERIALS LABORATORY

Instructional Materials Laboratory (IML) has curriculum guides and instructional materials that may be purchased. Obtain more information by calling or writing:

Instructional Materials Laboratory
10 London Hall
University of Missouri-Columbia
Columbia, MO 65211
Phone: 800-669-2465 (toll-free in and out of Missouri)

Appendices

FV-3

DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
Coordinator, Vocational Education
P.O. Box 480, Jefferson City, Missouri 65102

6-120-003
5/81

GUIDE FOR SUBMITTING APPLICATIONS FOR EXPANDING AND NEW REGULAR VOCATIONAL PROGRAMS

The following outline constitutes the minimum information necessary to review the appropriateness of an application for an expanding or new regular vocational program. ***Prepare and submit a separate proposal for each program by occupational title.***

Proposals are to be submitted to the State Director of Vocational Education on or before March 1. (Applications for ***Adult*** classes may be submitted as the need arises.) Local districts will be notified concerning the approval or disapproval of program requests. Budgets for approved new or expanding programs would be established at the time the annual budget requests are submitted by the local districts.

I. GENERAL INFORMATION

A.* Identify program by occupational title and U.S. Office of Education code number. (For postsecondary institutions—state precise name of major or specialization, and degree or certificate, if any, to be awarded upon successful completion of program.) Indicate specific occupational objective.

B.* Indicate how the need for this program was determined: employment opportunities, current and projected trends on advice of administration or advisory committee, etc. Describe the cooperation with the CETA prime sponsor in the development of this program, if applicable.

C. Give advisory committee members, their occupations, what review the proposal has had, nature of appraisal of outside reviewers, etc., if applicable.

D. Indicate extent of supervision: by whom, amount, frequency, etc. In what department or other unit will the program be administered?

E.* Give the name, location, and description of space to be utilized for this program.

F. State the relations of proposed program to present offerings and to long-range plans of the institution.

G.* Give proposed date for initiating the program.

II. INSTRUCTIONAL INFORMATION

A.* State the program objectives in measurable terms.

B.* Include a topical outline of major units or divisions in the vocational course(s).

C. List instructional material, major texts and references to be used.

D. Describe standards of performance or level of proficiency expected at program completion.

E. State the qualifications of the instructor(s) the district intends to employ.

III. STUDENT INFORMATION

A.* Describe how students will be selected and the nature of students to be served. Indicate anticipated enrollment.

B. Identify educational guidance and counseling services to be provided.

C. Describe follow-up procedure planned.

D. Explain the participation in youth organizations sponsored by the Vocational Division.

IV. BUDGET

A. List major equipment currently available.

B. Outline long-range plans for major equipment purchases.

C. Show proposed equipment, teaching aids, and supplies expenditures.

D.* List anticipated salary expenditures.

V. EVALUATION

A. Explain the procedures and or methods of evaluation to be used in determining results. Relate these to the program objectives.

B. List instrument(s) to be used.

C. Indicate how results of evaluation are to be utilized.

*Minimum information necessary to review the appropriateness of an adult supplemental or apprenticeship new or expanding industry training or consumer and homemaking program.

Number: 6-920-004
1/86

FY-4 Equipment & Other

DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
Division of Vocational and Adult Education
P.O. Box 480, Jefferson City, Missouri 65102

Application for Authorization to Purchase Equipment, Teaching Aids or Other Items for Vocational Programs

PLEASE READ INSTRUCTIONS ON REVERSE SIDE.

Fiscal Year Ending June 30, _____	District Code	Local Education Agency (LEA)
Program Codes (Program and Type)		Mailing Address
Description of Program		City and Zip Code

Items Submitted For Approval

Description of Items	Quantity	Estimated	
		Unit Cost	Total Cost
		$	$

Instructions

Three copies of this *Application for Authorization* are to be submitted with the FV-1 forms to the Director of Vocational Finance. After they have been processed, one copy indicating the approved items will be returned to the LEA. The Certification Section at the bottom of this page should be completed prior to sending it to the State Office for approval. A separate *Application for Authorization* must be filed for each program or service area and each type of program. Only those items having prior approval on this application may be claimed for reimbursement.

District Codes: Enter the district codes used by the Department of Elementary and Secondary Education for payment purposes.

Local Education Agency: Report the official name of the school district, the mailing address, city and zip code.

Program Codes and Description of Program: A separate *Application for Authorization* must be filed for each program or service area and each type of program. The program code will, therefore, always be a two-part code as illustrated on the program code list inlcuded with the instructions for completing Form FV-1.

SIGN BELOW

CERTIFICATION

The local education agency hereby requests authorization to purchase equipment or teaching aids as described on the reverse side of this form to be used for instruction in programs approved under the provisions of the Carl D. Perkins Vocational Act of 1984.

It is understood that the title to equipment and teaching aids is to be vested in the school district with accountability to the Department of Elementary and Secondary Education. No disposition or diversion of use may be made without written approval. If such property is sold or no longer used for the purpose permitted in the Act, the Department of Elementary and Secondary Education is to be credited with its share of the value as determined by the sale price or fair value.

It is further understood that the LEA will furnish the Department information required for supporting claims for funds and maintaining inventory records.

Date _____ Signed _____
(Chief School Administrator)

Appendix C

Number: 6-920-002B
1 86

Form FV-2 (Equipment)

DEPARTMENT OF ELEMENTARY
AND SECONDARY EDUCATION
Division of Vocational and Adult Education
P.O. Box 480, Jefferson City, Missouri 65102

Reimbursement for Equipment, Teaching Aids or Other Items for Vocational Programs

PLEASE READ INSTRUCTIONS ON REVERSE SIDE BEFORE COMPLETING.

Program Codes (Program and Type)	Description of Program

Items For Which Reimbursement Is Claimed

(1) Date Purchased	(2) From Whom Purchased	(3) Description of Item Attach Invoices	(4) State Use Only	(5) Expenditure	(6) Check No.
				$	

Instructions

Submit two (2) copies of this form for each level of each program area to the Director of Vocational Finance, Missouri Department of Elementary and Secondary Education, Jefferson City, Missouri 65102.

Program Code & Description of Program—The Program Code is a two-part code as illustrated on the code list sent with instructions for Form FV-1.

Column (1)—**Date Purchased**—This is the date of obligation by written purchase agreement (purchase order, letter, or contract). Expenditures for the acquisition of equipment, supplies, teaching aids, etc., will be considered as an expenditure in the fiscal year in which the funds were obligated by a purchase agreement or legal contract.

Column (2)—**From Whom Purchased**—This is the vendor or person with whom the agreement is made.

Column (3)—**Description of Item**—This should be a short identifying statement of the item. Detailed descriptions, serial numbers and other information should be outlined on the invoice supporting the transaction.

Column (4)—**State Use Only**—Do not complete.

Column (5)—**Expenditure**—This is the amount paid for the items purchased. Show deductions on invoices for discounts, credits, and other memos. Freight costs are considered as part of the equipment expenditure. Only items approved on Form FV-4 may be reimbursed. An **equipment** item is a unit of furniture, an instrument, a machine, an apparatus or a set of articles which does not meet the criteria of being a supply. **Supplies** are those items which (1) are consumed in use; (2) lose their shape or identity with use; (3) are expendable, that is, it is more feasible to replace it than repair it; or (4) are inexpensive. **Other** expenditures are those which represent services such as utilities, communications, transportation, etc.

Column (6)—**Check No.**—This is the check which represents payment for the items described.

Total Expenditure—Total Column (5).

SIGN BELOW

CERTIFICATION To: Division of Vocational and Adult Education Jefferson City, Missouri 65102 We hereby certify that the information reported herein is correct to the best of our knowledge and belief.	Date Signed: District Administrator:

MISSOURI DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
TEACHER EDUCATION AND CERTIFICATION

APPLICATION FOR MISSOURI VOCATIONAL CERTIFICATE

P.O. BOX 480
JEFFERSON CITY, MISSOURI 65102

SECTION A. TO BE COMPLETED BY APPLICANT

I. VITAL INFORMATION

OFFICE USE ONLY
Date received _____
TR _____

1. _____ / _____ / _____
SOCIAL SECURITY NUMBER

2. _____
CURRENT NAME (LAST, FIRST, MI)

3. _____
ADDRESS

4. _____ _____
CITY STATE

5. _____ 6. _____ 7. FEMALE ☐ MALE ☐
ZIP CODE BIRTHDATE

II. PURPOSE OF APPLICATION: CHECK APPROPRIATE BOXES BELOW

1. VOCATIONAL SUBJECT AREA

- ☐ Agriculture
- ☐ Business
- ☐ Home Economics
- ☐ Health Occupations
- ☐ Marketing & Cooperative
- ☐ Trade & Industrial
- ☐ ROTC
- ☐ Teaching area _____

2. TYPE OF SERVICE POSITION

- ☐ Director
- ☐ Adult Supervisor
- ☐ Job Placement Specialist
- ☐ Other _____
- ☐ Post Secondary Vocational Counselor

III. A. EDUCATIONAL DATA: List all colleges and universities, in order of attendance, at which courses were completed. The listing must include ALL degrees.

OFFICE USE ONLY	NAME OF COLLEGE OR UNIVERSITY	STATE	DEGREE	YEAR	OFFICE USE ONLY
					☐
					☐
					☐

Official Transcripts from each institution listed must be submitted in order for application to be complete.

B. EMPLOYMENT EXPERIENCE: List all employment experience other than teaching or counseling that has contributed to your competency in the occupation for which you propose to qualify. (Include self-employment if applicable.) If employment was part-time, indicate number of hours per week. (All employment must be within last ten years.)

EMPLOYER	ADDRESS	TYPE OF WORK	FULL OR PART-TIME	EMPLOYMENT DATES MO/YR
				_____ – _____
				_____ – _____
				_____ – _____
				_____ – _____

I certify that the information in this application is true and complete to the best of my knowledge. I understand that any misrepresentation of facts may result in the denial of the certificate.

SIGNATURE OF APPLICANT	DATE	TELEPHONE NUMBER (HOME)

NOTE ▶ Part IV on reverse side is to be completed by Applicant for Vocational Director and Adult Supervisor only.
Section B on reverse side is to be completed by employing school district.

MO 500-0609 (3-90)

PHOTOCOPIES OF THIS APPLICATION CANNOT BE ACCEPTED

IV. Teaching Experience - to be completed by applicant for Vocational Director and/or Adult Supervisor only.

List in order of employment the most recent teaching experience up to _____ years.

SCHOOL OR SCHOOL DISTRICT	CITY	STATE	EMPLOYMENT DATES

SECTION B. TO BE COMPLETED BY EMPLOYING SCHOOL DISTRICT

I. List subject and grade level of certificate requested.

1. _____ SUBJECT _____ GRADE LEVEL
2. _____ SUBJECT _____ GRADE LEVEL

II. I hereby affirm that _____ will be employed by this school district and used in the position requiring the certificate listed above for the 19 ____ to 19 ____ school year.

I JOINTLY REQUEST WITH THE ABOVE APPLICANT THAT THE VOCATIONAL CERTIFICATE REQUESTED BE ISSUED.

SIGNATURE OF DESIGNATED SCHOOL OFFICIAL	NAME OF SCHOOL DISTRICT		
NAME OF DESIGNATED SCHOOL OFFICIAL	ADDRESS		
POSITION HELD	CITY	STATE	ZIP CODE

MAIL TO ▶ **VOCATIONAL EDUCATION**
P.O. BOX 460
JEFFERSON CITY, MO 65102

OFFICE USE ONLY

	CLASSIFICTION TYPE	STEP	EFFECTIVE DATE	CODE
1				0 0
2				0 0
3				0 0

	CERTIFICATION ACTION	LVL	SUBJECT	CLS	EFF DATE	RI	AUTH CODE
1			0 0 0 0				0 0
2			0 0 0 0				0 0
3			0 0 0 0				0 0
4			0 0 0 0				0 0
5			0 0 0 0				0 0
6			0 0 0 0				0 0
7			0 0 0 0				0 0

MO 500-0809 (3-90)

DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
DIVISION OF VOCATIONAL AND ADULT EDUCATION
P.O. Box 480, Jefferson City, Missouri 65102

This form was completed locally by the following staff:

School _____

Date _____

_____

_____

_____

_____

EVALUATIVE QUESTIONNAIRE
FOR
BUSINESS EDUCATION

_____
(DESE Evaluator)

INSTRUCTIONS: This self-evaluative questionnaire is to be completed by the business education staff, in consultation with administrative personnel, prior to the date scheduled for an on-site evaluation by DESE professional staff. Please prepare an evidence file for the evaluator which supports answers indicated on this questionnaire. Staff members who accumulate materials for the evidence file should be available during the on-site visit for clarification of documents and additional information if requested.

The following supporting documents and materials should be included in the evidence file:

1. Philosophy - state the philosophy for the department or occupational program area.
2. Objectives - state the program objectives.
3. Class schedule.
4. Membership roster of the advisory committee.
5. Minutes of advisory committee meetings.
6. Instructional objectives and course outlines.
7. Developmental plans and long-range needs (program expansion, facilities, equipment, materials, etc.).
8. Current enrollment information (including notations of special populations for each course).
9. Placement and follow-up data for occupational programs.
10. Employer follow-up forms (all occupational programs).
11. Inservice schedule with special populations topics identified.

The items on the questionnaire for rating the effectiveness of the program may be answered by circling the appropriate number corresponding to the extent to which the provisions, conditions, or characteristics being described are in evidence.

4 - Excellent
3 - Above Average
2 - Average
1 - Below Average
0 - Missing

A. **PHILOSOPHY AND OBJECTIVES**

1.	The philosophy was developed by the instructional staff after consultation with administrators, students, and other interested persons within the local district.	4 3 2 1 0
2.	The philosophy and objectives are clearly defined and are understood by the instructor(s) and students.	4 3 2 1 0
3.	Objectives are stated in measurable terms.	4 3 2 1 0

B. **ADMINISTRATION**

1.	Administrative policies which pertain to the department or vocational program are clearly outlined in written form and are understood by the staff.	4 3 2 1 0
2.	The staff is involved in discussions related to budget, curriculum, selection of resources, purchasing, and general operational procedures of the department or vocational program.	4 3 2 1 0
3.	Instructional programs are provided for:	
	(a) Secondary trainees	4 3 2 1 0
	(b) Postsecondary trainees (not applicable in secondary school districts)	4 3 2 1 0
	(c) Adult trainees	4 3 2 1 0
4.	Class size is determined by:	
	(a) Classroom space provided	4 3 2 1 0
	(b) Work stations including adequate equipment	4 3 2 1 0
	(c) Methods of instruction	4 3 2 1 0
	(d) Instructional assistance	4 3 2 1 0
5.	The staff utilizes an advisory committee that has at least one member who:	
	(a) Is involved in supervising beginning business and office workers	4 3 2 1 0
	(b) Is a personnel or office manager	4 3 2 1 0
	(c) Is a graduate of the local program	4 3 2 1 0
	(d) Has expertise in one of the nonvocational subject matter areas found in the department	4 3 2 1 0
6.	The advisory committee has appropriate representation from both sexes and racial and minority groups.	4 3 2 1 0

7.	Teachers excuse students from class attendance to receive individualized or small group guidance.	4 3 2 1 0
8.	Class time is allocated for the guidance staff to work cooperatively with the teacher to carry out guidance-related program activities such as decision-making, dissemination of career and occupational information, etc.	4 3 2 1 0
9.	The staff works cooperatively to assure that a sequential instructional program is planned and followed which allows for the greatest continuity of instruction and the most logical transition for students.	4 3 2 1 0
10.	Nontraditional female or male students are enrolled in the business education class.	4 3 2 1 0
11.	Handicapped and disadvantaged (including limited English proficiency) students have been identified using the definitions from the Carl D. Perkins Vocational Education Act of 1984 (PL 98-524).	4 3 2 1 0
12.	The instructor(s) is/are notified when a handicapped/disadvantaged student is enrolled and advised as to the specific needs of the students.	4 3 2 1 0
13.	Support services are provided for nontraditional female or male students enrolled in vocational classes.	4 3 2 1 0
14.	Scheduling practices assure that vocational classes are limited to juniors and seniors only.	4 3 2 1 0
15.	Enrollees in the vocational classes are required to have completed one preparatory business education class.	4 3 2 1 0
16.	Where two or more teachers are employed, departmental meetings are held periodically and written reports are given to the administrator(s) responsible for the department.	4 3 2 1 0

C. **STAFF**

1.	Each vocational staff member is making an effort to maintain the five-year renewable certificate or to eliminate deficiencies in the two-year temporary certificate.	4 3 2 1 0
2.	Each staff member participates in annual inservice activities:	
	(a) State Department of Education/Missouri Vocational Association/Missouri Business Education Association summer conference	4 3 2 1 0
	(b) Courses and/or short-term workshops offered by universities	4 3 2 1 0
	(c) Other educational group meetings	4 3 2 1 0

3.	Each instructor has participated in inservice training on the elimination of sex bias and sex role stereotyping.	4 3 2 1 0
4.	Each instructor has participated in inservice training sessions on methods, strategies, techniques, etc., to better serve handicapped/disadvantaged students.	4 3 2 1 0
5.	Each staff member holds memberships in professional vocational organizations:	
	(a) American Vocational Association	4 3 2 1 0
	(b) National Business Education Association	4 3 2 1 0
	(c) Missouri Vocational Association	4 3 2 1 0
	(d) Missouri Business Education Association	4 3 2 1 0
6.	Staff members participate in activities which promote good community and school relations.	4 3 2 1 0

D. **INSTRUCTIONAL METHODS AND RESOURCES**

1.	A Vocational Instructional Management System (VIMS) has been developed and is being utilized.	4 3 2 1 0
2.	Identifiable employment competencies have been developed for the instructional program(s).	4 3 2 1 0
3.	The curriculum is consistent with the district's stated philosophy and objectives.	4 3 2 1 0
4.	A course of study:	
	(a) Exists in written form	4 3 2 1 0
	(b) Includes teaching/lesson plans	4 3 2 1 0
	(c) Has a sequential order of instructional units	4 3 2 1 0
	(d) Is revised regularly on the basis of need	4 3 2 1 0
5.	The course of study has been developed on the basis of information received from:	
	(a) Student surveys that depict interest and potential	4 3 2 1 0
	(b) Labor market studies	4 3 2 1 0
	(c) Job analyses	4 3 2 1 0
	(d) Advisory committees	4 3 2 1 0
	(e) Available community resources	4 3 2 1 0
	(f) Follow-up reports	4 3 2 1 0

6.	Classroom activities are determined by student interest, needs, and course content, providing adequate opportunities for small group instruction, individualized instruction, large group instruction, cooperative methodology, and student organization activities when applicable.	4 3 2 1 0
7.	Individual accomplishment and progression are evaluated on the attainment of course and career objectives.	4 3 2 1 0
8.	Students are informed in writing of the course objectives and are frequently told about their level of success.	4 3 2 1 0
9.	Safety practices are taught and enforced as an integral part of the instructional program.	4 3 2 1 0
10.	A vocational student organization is an integral part of the instructional program and provides opportunities for:	
	(a) Student leadership and involvement	4 3 2 1 0
	(b) Teacher-advisor participation	4 3 2 1 0
	(c) Community-related activities	4 3 2 1 0
	(d) Participation in state and national level events	4 3 2 1 0
11.	Guidance information and resources (test information, audiovisual materials, career information, etc.) available through the guidance program area are used by teachers.	4 3 2 1 0
12.	Sufficient and appropriate instructional materials, teaching aids, reference materials, and supplies are available and utilized by the students and staff in meeting the course objectives.	4 3 2 1 0
13.	Community resources, such as guest speakers, field trips, etc., are utilized.	4 3 2 1 0
14.	Staff and students are aware of and utilize the guidance services available.	4 3 2 1 0
15.	Course objectives are based on entry-level employment position requirements.	4 3 2 1 0
16.	All course descriptions, curriculum guides, curriculum structure and content, are reviewed, or are under a schedule for review, to ensure that all students are treated equally in courses, programs, and student organization activities for which the staff is responsible.	4 3 2 1 0
17.	Instructor(s) have developed or use modified curriculum to better serve handicapped/disadvantaged students.	4 3 2 1 0
18.	Instructors are provided the opportunity to be involved in the Individual Education Program process for handicapped students.	4 3 2 1 0

19.	Practical experiences are provided to explore careers and engage in realistic work (including the new technologies, nontraditional, and new and emerging occupations specific to the program).	4 3 2 1 0	

E. **FACILITIES AND EQUIPMENT**

1.	Adequate storage space is provided for instructional equipment and supplies.	4 3 2 1 0
2.	Space provided in the vocational classroom is large enough for a flexible arrangement of work stations with sufficient space for traffic flow.	4 3 2 1 0
3.	Environmental conditions (light, heat, ventilation, acoustics etc.) are adequate for the training program(s) offered.	4 3 2 1 0
4.	An up-to-date inventory of instructional equipment and supplies is maintained.	4 3 2 1 0
5.	Records show periodic checking and maintenance of equipment.	4 3 2 1 0
6.	The classroom is equipped with appropriate, up-to-date equipment, and audio-visual aids.	4 3 2 1 0
7.	Good classroom housekeeping practices, such as the orderly storage of books, supplies, etc., are observed by the staff and students.	4 3 2 1 0
8.	Property records are on file which contain:	
	(a) Description of the equipment	4 3 2 1 0
	(b) Identification number (model, serial, local I.D., state I.D)	4 3 2 1 0
	(c) Funding sources and amount	4 3 2 1 0
	(d) Acquisition date	4 3 2 1 0
	(e) Location	4 3 2 1 0
	(f) Condition	4 3 2 1 0
9.	A systematic trade-in policy is utilized for the vocational equipment.	4 3 2 1 0
10.	A private area is provided for teacher-student conferences.	4 3 2 1 0
11.	Electrical outlets are sufficient in number and are properly positioned.	4 3 2 1 0
12.	The facility is accessible to handicapped students.	4 3 2 1 0

13.	A work station consisting of an L-shaped desk, posture chair and computer is provided for each student.	4 3 2 1 0

F. **PLACEMENT, FOLLOW-UP, AND EVALUATION**

1.	A systematic procedure exists for obtaining and disseminating information about specific employment opportunities.	4 3 2 1 0
2.	The placement procedures provide for coordination and team effort between the instructors and the guidance/placement personnel in providing job development and job placement for program graduates and leavers.	4 3 2 1 0
3.	There are procedures which provide for the student to receive instruction in preemployment preparation to include: job applications, job interviews, resumes, job survival skills, etc.	4 3 2 1 0
4.	A plan exists and is utilized to follow up recent program graduates and leavers.	4 3 2 1 0
5.	Evidence exists that an evaluation plan is utilized which includes:	
	(a) The relationship of student placement rates to course objectives	4 3 2 1 0
	(b) Employer-employee satisfaction	
	(c) Employer-employee feedback for course revision	4 3 2 1 0
	(d) Advisory committee input	4 3 2 1 0
6.	The evaluation of students in a business work experience program is made jointly by representatives of the school and employer.	4 3 2 1 0
		4 3 2 1 0

NOTE: If a supervised business experience program is in operation complete the supplementary questionnaire.

DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
DIVISION OF VOCATIONAL AND ADULT EDUCATION
P.O. Box 480, Jefferson City, Missouri 65102

SUPPLEMENTARY QUESTIONNAIRE
FOR
VOCATIONAL PROGRAMS OPERATING A COOPERATIVE EDUCATION COMPONENT

1. The teacher/coordinator provides both in-class related instruction and supervision of students' on-the-job training. Yes_____ No_____

2. Cooperative students are enrolled in both the class and the supervised employment simultaneously. Yes_____ No_____

3. The cooperative education students' training stations are appropriate for the occupational categories for which the program is designed. Yes_____ No_____

4. There is a written Instructional Management Plan (IMP) between the school and the training sponsor which identifies both in-class instruction and on-the-job training that the student will receive. Yes_____ No_____

5. A current IMP is on file for each student receiving cooperative credit. Yes_____ No_____

6. There is a written training agreement between the school and the training sponsor which assures that students are employed and compensated in conformity with federal, state, and local laws and without regard to race, color, national origin, sex, or handicap. Yes_____ No_____

7. The credit awarded for on-the-job training is 1 unit for each 10 hours of employment per week. No more than 2 units of credit are awarded for on-the-job training. Yes_____ No_____

8. Adequate extended employment time for the teacher/coordinator is provided. Yes_____ No_____

9. The teacher/coordinator's schedule includes 1 period per day for each 12-15 cooperative students for supervision of on-the-job training. Yes_____ No_____